



AMERICAN  
SPEECH-LANGUAGE-  
HEARING  
ASSOCIATION

**Ad Hoc Committee on  
Leadership Cultivation**

**December 2013**

***Final Report***

Tommie L. Robinson, Jr., PhD, CCC-SLP Chair  
Shelly Chabon, PhD, CCC-SLP  
Allan O. Diefendorf, PhD, CCC-A  
Andrea M. Falzarano, CAE, Ex Officio  
Thomas “Clay” Franklin, PhD, CCC-A  
Jay Lubinsky, PhD, CCC-A/SLP  
Wendy Papir Bernstein, MS, CCC-SLP  
Julie D. Stover, MS, CCC-SLP

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## **PREAMBLE**

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It is important that there is a willingness of members with the necessary experience and skill set to assume a role on the ASHA Board of Directors (BOD). Presently, there is not a formal system to address this issue. If individuals would like to be on the BOD, they express a desire to do so. The ASHA Committee on Nominations and Elections receives and reviews applications and determines eligibility. In addition, there is no system to monitor and track individuals with potential interest.

To somewhat address this issue, ASHA currently has a leadership development program that was designed to train several cadres of members each year from various work environments to assume leadership positions. While encouraged to do so, participants are not required to participate in ASHA activities upon completion of the program. In addition, the Committee on Committees is encouraged to appoint a wide variety of participants to committees, boards, and councils to the extent possible. This becomes a difficult task, given that there are only 30–40 positions available each year.

To combat this issue, ASHA convened a group in 2008 that developed the report, *ASHA's Leadership Cultivation, Nominations and Elections Processes: Recommendations* (NEP report). The economic downturn in 2009 temporarily tabled implementation of NEP report recommendations until it was determined that it was economically feasible to once again review and discuss leadership cultivation. In early 2013, the BOD approved BOD 4-2013 to create the Ad Hoc Committee on Leadership Cultivation to provide recommendations on leadership development to the BOD by December 1, 2013.

Provided below is a summary of the background as well as the charge to the Committee. In addition, you will find the activities of the current Committee.

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## **BACKGROUND AND COMMITTEE CHARGE**

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As stated above, in 2008 the ASHA BOD approved the Ad Hoc Committee on Nominations and Elections Practices (NEP) report. The major recommendation from the report was to develop a Leadership Nominations and Cultivation Board (LNCB). The LNCB's charge would be to oversee leadership development efforts, cultivate future board leaders, nominate a slate of candidates, conduct elections, and continually monitor and improve ASHA's cultivation, nominations, and elections processes. (Please see Appendix D for complete report details.)

In January 2013, the BOD approved resolution BOD 4-2013 that established the Ad Hoc Committee on Leadership Cultivation. The LNCB was not created. Instead, the CLC report was established due to the review process initiated by the Ad Hoc Committee on Committee, Board, Council (CBC) Structure Review. The charge to the committee was consistent with those

identified above, with the addition of providing a broad strategic coordination of all leadership development efforts and ensuring a strong pipeline of diverse, talented, qualified, and willing candidates for the ASHA BOD. A copy of the original resolution is found in Appendix C.

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## **COMMITTEE ACTIVITIES FOR AD HOC COMMITTEE ON LEADERSHIP CULTIVATION**

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The Ad Hoc Committee on Leadership Cultivation completed its work by having monthly conference calls and one face-to-face meeting. During the course of the meeting/calls, a variety of resources were used to facilitate the work of the Committee in order to ensure best practices. These resources included, but were not limited to, (a) the 2008 Ad Hoc Committee report, (b) articles on volunteerism, (c) Gazley's and Dignam's *The Decision to Volunteer: Why People Give Their Time and How You Can Engage Them*, and (d) other scientific and professional associations' models.

The Ad Hoc Committee completed a number of activities as a part of its charge. First, a flow chart (see Figure 1 on page 4) was created to guide the work of the group and to give a visual overview of the actions needed to complete the tasks. Two objectives were established and are listed below:

**Objective 1: Generate a diverse base of ASHA members for future appointed or elected positions**

**Objective 2: Develop leadership knowledge and skills commensurate with expectations to serve the Association in appointed or elected positions**

Each objective is explained in more detail on pages 9 through 14 of this document.

Further, you will find that the Ad Hoc Committee wanted to offer an understanding of the different levels of volunteer leadership within the Association across the continuum, recognizing that leadership skills, qualities, and experiences are different for each level. Across these four categories, we view the leadership experience as a trajectory moving people along the pathway. An explanation of each leadership level is listed below:

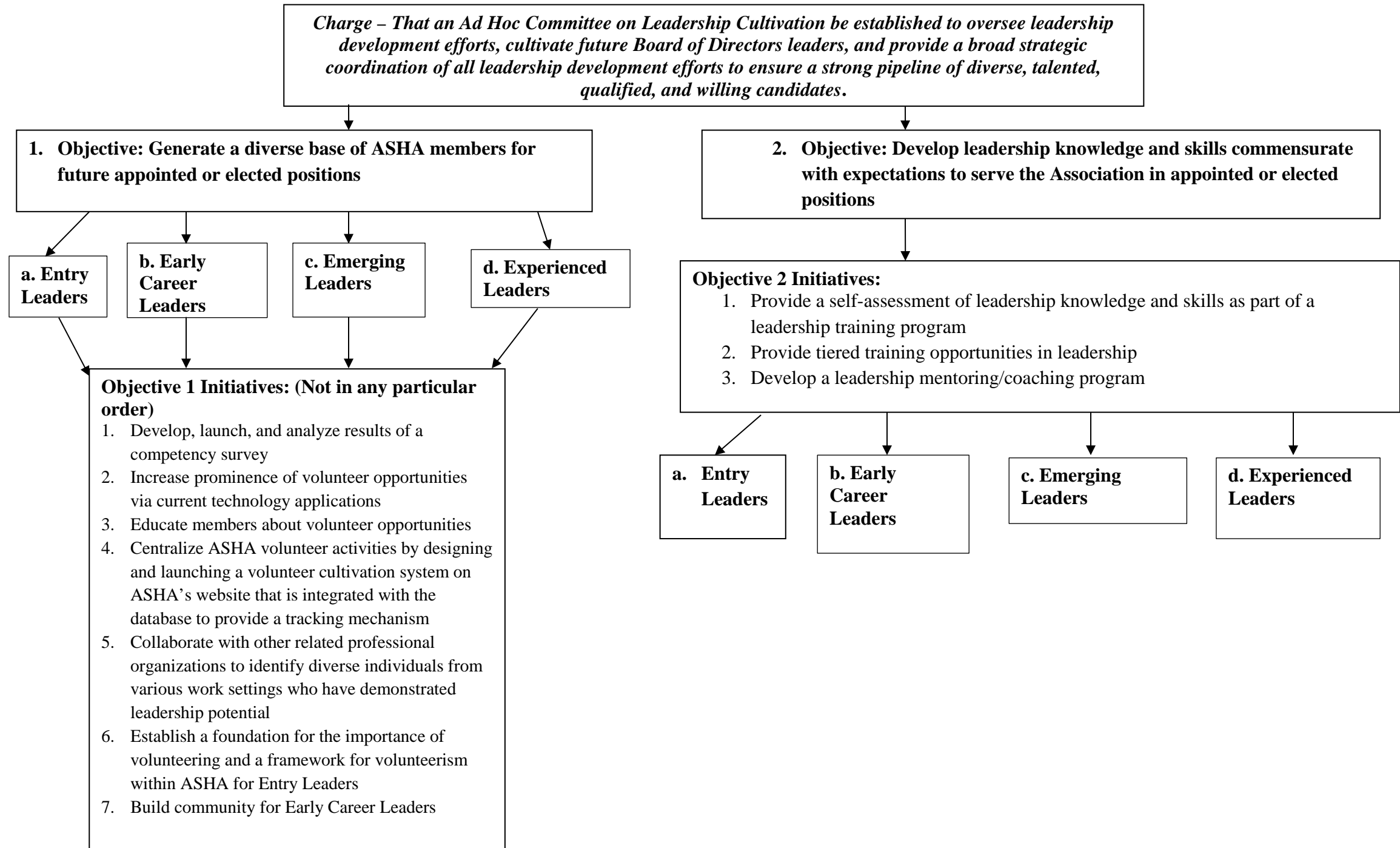
- Entry Leader: At this level are individuals enrolled in graduate training programs or in their clinical fellowship (CF) who demonstrate promising leadership skills. These individuals may be active in the National Student Speech Language Hearing Association, ASHA's Minority Student Leadership Program, or other student-driven organizations/activities. This leadership level does not include ASHA members, but the Ad Hoc Committee believes that these individuals should be encouraged to join ASHA and become involved.
- Early Career Leader: ASHA members who are post CF and/or are younger than 30 or have less than 5 years of professional experience fall within this level. These individuals may, for example, take initiative in the work environment to address an issue or develop a new program. These prospective leaders are also involved in their work-related professional teams and/or the local or state professional organizations. They may also be involved in ad hoc volunteer opportunities with ASHA.
- Emerging Leader: This level includes ASHA members with previous involvement at the local, state, or national level. At the local or state level, service should include committee, board, or council (CBC) positions requiring participation as team leaders or chairs. Membership on one or more CBCs at the national level also facilitates emerging leadership. Individuals at this level also may be journal article reviewers or be involved in ad hoc volunteer opportunities with ASHA.
- Experienced Leader: ASHA members who have transitioned to positions such as chair of a committee, board, or council or an editor or associate editor of a journal are examples that would fall into this category. In addition to having had previous committee leadership roles with ASHA, these individuals may also be leaders in their work environments—for example, department chairs, deans, vice presidents, chiefs of speech-language pathology or audiology, executive directors, directors of special education, directors of research, directors of rehabilitation services, and so forth. Leaders from this category will be viewed as ready to be considered for positions on the ASHA BOD.

The Ad Hoc Committee felt that it was important to delineate these levels in order to design activities to meet the specific needs of individuals to transition them to the *experienced* level and ultimately prepare them for ASHA BOD leadership.

To obtain a better understanding of leadership and the skills needed to be an effective leader in ASHA, the Ad Hoc Committee conducted a survey of ASHA volunteers and staff leaders. A summary of the findings as well as all survey results are presented in this report on pages 6–9 and Appendix A and B.

**Figure 1**

**Cultivating Future Board of Directors Action Plan**



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## DEVELOPMENT OF SURVEY

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A subcommittee of the CLC was convened in March of 2013, charged with developing a survey to collect data in the following areas:

1. Leadership qualities important for emerging and experienced leaders in volunteer and elected offices in ASHA (i.e., the Board of Directors);
2. Working knowledge of 14 programmatic entities in ASHA;
3. Activities/strategies to develop leadership qualities;
4. Verifying commitment expectations of volunteer leaders for sustaining committee, council, and board activities.

On August 7, 2013, ASHA fielded the online survey to 937 ASHA volunteer and staff leaders (896 were volunteer leaders; 41 were staff leaders.) Of the 896 volunteer leaders, 20 had previously opted out of receiving online surveys and 2 had undeliverable e-mail addresses, leaving 874 possible respondents. Data were received from 377 respondents, for a response rate of 43%. Thirty six (36) of 41 ASHA staff leaders completed the survey for a response rate of 88%. A total of 413 ASHA volunteer and staff leaders completed the survey for an overall response rate of 45%.

### Survey Outcomes/Report of Data

This summary of survey outcomes and report of data was compiled from the following ASHA CLC documents: *CLC Survey*, *CLC Survey Results*, *Highlights of the CLC Survey*, and *CLC Survey PowerPoint presentation prepared by ASHA's Surveys and Analysis Team for the CLC*.

#### *Respondent Characteristics and Demographics (Q 1–4):*

- *Regarding years of affiliation*, almost three fourths (72%) of volunteer leaders had been affiliated with ASHA for 21 or more years, while the affiliation for staff leaders is more varied across time.
- *Regarding years of service*, while about half (45%) of volunteer leaders have held a leadership position for 5 years or less, leadership positions for 21 or more years have been held by only 12%. Approximately two thirds (63%) of staff leaders have held a leadership position for 10 years or less.
- *Regarding positions served*, the majority of survey respondents have served as a Committee/Board/Council Member (368 past and current), compared with those who have served as a BOD member (42 past and current), Committee/Board/Council Chair (155 past and current), or ASHA CEO/CSO or Ex Officio (47 past and current).

- *Regarding paths of leadership initiation*, more than half (54%) of volunteer leaders were recruited, while approximately one third (35%) started on their own initiative and another third (29%) had previous leadership experience with state or other professional organizations. It may be of interest to note that the national average for self-initiation (as reported by research and analysis from The American Society of Association Executives and The Center for Association Leadership) is approximately 13%, as compared with our 35%.

**Respondents were asked to rate the importance of having a working knowledge about specific content areas within our association, as represented by 14 ASHA Knowledge Areas (Q 5–6). Each area of knowledge was rated for its importance to *emerging* volunteer leadership, as distinguished from *experienced* volunteer leadership, and the results are reported as follows:**

- *Regarding the importance to emerging ASHA volunteer leaders*, all topic areas were rated “somewhat important” or “very important” by at least 73% of respondents. However, the seven topics rated highest (85% or above) were the ethics program, annual public policy initiatives, scientific and professional education programs, strategic pathway, clinical certification program, multicultural issues/advocacy programs, and Special Interest Groups (SIGs).
- *Regarding the importance to experienced ASHA volunteer leaders*, all topic areas were rated “somewhat important” or “very important” by at least 84% of respondents. However, the seven topics rated highest (95% or above) were the ethics program, annual public policy initiatives, fiduciary responsibilities to ASHA, strategic pathway, scientific and professional educational programs, multicultural issues/advocacy programs, and Advisory Council functions.
- *Regarding the rating of knowledge areas*, it may be interesting to note the following:
  - Rated *most important for both emerging and experienced* ASHA volunteer leaders was a working knowledge of ASHA’s ethics program, annual public policy initiatives, strategic pathway, scientific and professional education programs, and multicultural issues/advocacy.
  - Rated *most important for emerging but not experienced* ASHA volunteer leaders was a working knowledge of the clinical certification program and Special Interest Groups (SIGs).
  - Rated *most important for experienced but not emerging* ASHA volunteer leaders was a working knowledge of fiduciary responsibilities to ASHA and Advisory Council functions.
  - Rated *least important for both emerging and experienced* ASHA volunteer leaders was a working knowledge of ASHFoundation.



- Respondents were asked to list any *additional topic areas* they believe are fundamental to volunteer service for emerging and experienced leaders, and more than 200 topics were listed (105 for emerging ASHA volunteers and 95 for experienced ASHA volunteers). Responses *centered around four major areas*: knowledge of ASHA’s governance structure, knowledge of ASHA’s staff structure, knowledge of advocacy issues, and knowledge of basic leadership skills. Please refer to the full report in the Appendix for a more detailed account.

**Respondents were asked to rate the importance of possessing and/or demonstrating specific *Leadership Qualities (Q 7–10)*. Each of 19 qualities of leadership was rated for its importance to *emerging* volunteer leadership, as distinguished from *experienced* volunteer leadership, and the results are reported as follows:**

- For *emerging leaders*:
  - Almost all (99%–100%) respondents ranked the *following qualities most important*: communication skills (written and spoken), ability to be a team player, ability to maintain composure, adaptability/flexibility, integrity, and respect for others.
  - The vast majority of respondents (92%–98%) ranked the *following additional qualities most important*: organizational/follow-up skills, ability to enhance inclusiveness, visionary/strategic thinking, authenticity, ability to act as a change agent, empathy, ability to see the big picture yet remain detail focused, loyalty, and conscientious.
  - The leadership qualities rated the *least important* (75%–86%) were courage, gravitas, ability to delegate, and inspiring.
- For *experienced leaders*:
  - Almost all (99%–100%) respondents ranked the *following qualities most important*: communication skills (written and spoken), organizational skills/follow-up skills, visionary/strategic thinking, ability to be a team player, adaptability/flexibility, integrity, respect for others, and conscientious.
  - The vast majority of respondents (95%–98%) ranked *the following additional qualities most important*: ability to enhance inclusiveness, authenticity, ability to act as a change agent, empathy, ability to see the big picture yet remain detail focused, ability to maintain composure, loyalty, ability to delegate, and inspiring.
  - The leadership qualities rated the *least important* (81%–90%) were courage and gravitas.

- Regarding the *rating of leadership qualities*, it may be interesting to note the following:
  - Rated *most important (99%–100%) for both emerging and experienced* ASHA volunteer leaders were the following leadership qualities: communication skills (written and spoken), ability to be a team player, ability to maintain composure, adaptability/flexibility, integrity, and respect for others.
  - *Rated most important for emerging but not experienced* ASHA volunteer leaders was the ability to maintain composure.
  - *Rated most important for experienced but not emerging* ASHA volunteer leaders were visionary/strategic thinking and conscientious.
  - *Rated least important for both emerging and experienced* ASHA volunteer leaders were the leadership qualities of courage and gravitas.
  
- Respondents were asked to list any *additional leadership qualities/characteristics* they believe are fundamental to volunteer service for emerging and experienced leaders, and more than 150 qualities were listed (84 for emerging ASHA volunteers and 78 for experienced ASHA volunteers). Responses *centered around two major areas*: basic leadership skills (including managing change, assertiveness/negotiation/compromise, reaching consensus, meeting management, and strategic thinking) and a commitment to mentor future leaders. Please refer to the full report in the Appendix for a more detailed account.
  
- Respondents were asked to *share their thoughts about leadership qualities and characteristics noticeably missing in new volunteers*, and approximately 120 ideas were shared. Comments centered around six main themes: lack of basic leadership skills, lack of understanding principles of “volunteerism,” lack of historical knowledge, lack of big picture thinking and broad vision, lack of commitment to task at hand, and lack of volunteer variety and diversity of ideas. Please refer to the full report in the Appendix for a more detailed account.
  
- Respondents were asked to recommend, from a list of five, possible strategies to help facilitate the *development of leadership qualities and characteristics* appropriate to new volunteers.
  - The *greatest number of respondents* chose assign mentors (76%) and expand ASHA leadership training (71%), followed by provide ASHA Convention mini-seminars (57%), Convention mingling opportunities (53%), and recommend readings (40%).
  - Respondents were asked to list *additional ideas* for developing leadership qualities, and approximately 57 ideas were shared. Comments centered around five themes: face-to-face and online leadership training, leadership initiatives

for young professionals, mentoring programs, recruiting new leaders, and providing access to more information about volunteer opportunities.

**Respondents were asked to rate the level of importance of five listed *areas of commitment* to volunteer service (Q 11–12).**

- The following *commitment areas* were rated “somewhat important” or very important” by at least 92% of the respondents: availability and use of electronic technology, occasional/frequent conference calls, a monthly time commitment, and an occasional travel commitment. This was followed by a weekly time commitment, identified by 72% of the respondents.
- Respondents were asked to provide *additional comments about areas of commitment*, and approximately 67 ideas were shared. Comments centered around the following themes: commitment depends upon the role of the individual, charge of the group, clear expectations, understanding of responsibilities, and responsiveness/follow-through.

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## **OBJECTIVE 1**

### **GENERATE A DIVERSE BASE OF ASHA MEMBERS FOR FUTURE APPOINTED OR ELECTED POSITIONS**

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This objective is designed to increase the breadth and depth of the pool of potential leaders by strategically promoting the professions as well as the value of volunteer leadership within the Association. The initiatives/recommendations below will address issues relative to identifying, recruiting, developing, and retaining a strong and diverse leadership force.

#### **Initiative 1: Increase prominence of volunteer opportunities via current technology applications**

Currently, it is difficult to locate the volunteer page on both ASHA’s home page and ASHA’s Facebook page, making it difficult for members who may not be aware of the opportunities that exist to engage with ASHA. It is recommended that the volunteer page have a more visible online presence for members to find. This can be accomplished by the following:

- **Create a volunteer link on the ASHA home page that links to Current Volunteer Opportunities**
- **Create a volunteer link on ASHA’s Facebook page that links to Current Volunteer Opportunities**

## **Initiative 2: Educate members about volunteer opportunities**

- **Write an article on “Demystifying the Process of Getting Involved With ASHA as a Volunteer”**

This initiative will help to satisfy the goal’s objective to reach out to a greater number of ASHA members in order to clarify the opportunities available for and expectations of volunteers and volunteer leaders and provide resources for those who are ready to get involved. Specifically, this initiative addresses the following misconceptions that may prevent members from getting involved with ASHA: (1) you need to know someone to be a volunteer; (2) there are no volunteer opportunities that aren’t long-term/time-consuming commitments; and (3) you will not be selected for committee service without previous experience with ASHA.

### Providing clarification about common misconceptions

1. “You need to know someone to be a volunteer.”  
**Strategy:** Highlight the ASHA Volunteer page as well as other avenues for getting involved with ASHA for all member levels (student to seasoned professional). Perhaps include a testimonial(s) from a first-time volunteer(s). Reiterate the value of bringing in new perspectives and talents.
2. “There are no volunteer opportunities that aren’t long-term/time-consuming commitments.”  
**Strategy:** Provide examples of the myriad of opportunities that exist outside of appointments. Perhaps provide an example(s) of a scenerio(s) (e.g., person too busy to volunteer) and the options available for getting involved.
3. “You will not be selected for committee service without previous experience with ASHA.”  
**Strategy:** Provide a guide for how a person can be selected for a committee without previous experience.

### Providing resources

The article will list the most direct resources—Volunteer page on website, Volunteer Village and Leadership Lounge at Convention—as well as key contacts for questions or additional information.

## **Initiative 3: Develop an annual Convention event**

Because the annual ASHA National Convention has the highest member attendance of any ASHA event, it is an excellent opportunity to connect with the ASHA community. The goal of this initiative is to develop an annual event that focuses specifically on leadership recruitment.

### 2013 Event details

Name: ASHA Leadership Recruitment and Networking Reception

Date: Thursday, November 14, 5:30 p.m. – 6:30 p.m.

Format: Current and former ASHA leaders discuss their experiences, identify common expectations of persons in positions of leadership, and share strategies for becoming a more effective leader as well as the pathways to getting involved at ASHA on a leadership level. This event will be open to Experienced and Emerging ASHA Leaders, and networking will be encouraged.

## **Initiative 4: Centralize ASHA volunteer activities by designing and launching a volunteer cultivation system that is integrated with ASHA's database**

### **Track volunteers**

While ASHA currently captures volunteers who have been appointed to a committee/board or council, the Association does not track people who have expressed interest in or have been nominated for a position (including the BOD). In addition, there is no centralized tracking system for members who volunteer for non-committee-related volunteer activities. Thus, it is recommended that a centralized, integrated tracking system be developed to capture the many members who volunteer for committee- and non-committee-related volunteer tasks as well as those who have not yet served in any capacity. This system would work in conjunction with a volunteer cultivation system, allowing members to input information about their experiences and skills, and will help ASHA to identify people who are interested but may not have the level of experience necessary for the positions or volunteer tasks they seek.

### Create a database

1. Identify an appropriate place to house data for easy access (netForum).
2. Identify questions that would elicit appropriate information about an individual's specific skills and experiences as well as service interests and parameters (e.g., amount of time he/she is able to dedicate).
3. Develop a scoring system for assessing an individual's level of experience.
4. Outline steps that could be taken to create an appropriate match between the individual and the service opportunities available. Be prepared to supply the individual with the information, resources, and contact(s) needed to get started.

### Invite member participation

The committee will identify ways to let members know of the existence, purpose, and benefits of the database/volunteer cultivation system.

### Follow-up

Especially in the early stages, the system will need to be carefully monitored to be sure that it is functioning as designed. Obtaining member feedback might also be a good idea to ensure it becomes an effective means for helping members get more involved.

### **Improve volunteer pool form**

This goal is designed to address the growing difficulties that the Association has with keeping track of individuals who are interested in volunteering on committees, boards, and councils or other ad hoc volunteer activities and their paths to leadership. The current online committee interest form process can be enhanced by mandating that all interested members seeking appointment have an active form on file. Currently, this step is not mandatory for appointments, and the form does not ask for enough information. The following suggestions for improvement are made:

- Examine best practices with other organizations.
- Develop a comprehensive system that centralizes all ASHA volunteer activities, including ad hoc volunteer tasks as well as committee/board/council (CBC) appointments.

- Link the form to the current ASHA website.
- Integrate this system with ASHA’s database to allow all members’ interests to be tracked.
- Have the Committee on Committees make decisions based on the form for CBC appointments.

**Initiative 5: Collaborate with other related professional organizations to identify diverse individuals from various work settings who have demonstrated leadership potential**

While not mandatory, the Committee on Committees should strongly recommend that individuals be active in (serve on committee, hold office, etc.) one or more of the below areas/organizations before seeking (a) appointment to an ASHA committee/board/council or (b) an elected office within ASHA. All organizations will benefit from this. For example, there is a dearth of volunteers at the state association level. This process will increase interest in state volunteers with the notion that these activities create a “next level” approach. All members are encouraged to participate in non-CBC appointment activities, such as reviewing position statements, grassroots advocacy, voting, media activities, etc.

- State Associations
- Special Interest Groups
- Specialty Boards
- Related professional organizations, such as the National Black Association for Speech-Language and Hearing or audiology associations
- National Student Speech Language Hearing Association (Former NSSLHA members who transition to ASHA membership are urged to first start leadership activities within the above identified groups and then move on to ASHA CBC appointments.)

**Initiative 6: Establish a foundation for the importance of volunteering and a framework for volunteerism within ASHA for Entry Leaders**

It is recommended that further initiatives be developed that target Entry Leaders (students in graduate training programs) to make them aware of the importance of volunteering for ASHA once they graduate. This can be accomplished by development of an informational resource training tool, such as an *ASHA Volunteer/Leadership Guide for Enhancing Member Participation and Engagement* for use by professors. According to *The Decision to Volunteer*, organizations need to develop new strategies to engage these younger cohorts in ways that are meaningful to them. The Committee recommends development of this guide for use with Entry Leaders with approval of the continuation of the Ad Hoc CLC.

**Initiative 7: Building community for Early Career Leaders**

Leadership development for this cohort will be accomplished via Objective 2 initiatives. It is also recommended that further initiatives be developed that target Early Career Leaders (members under 30 years of age or with less than 5 years of profession experience), relate to building community for this population within ASHA, and provide a bridge as they transition into membership and active engagement with the Association. According to *The Decision to Volunteer*, younger members need to find meaningful and substantive ways to feel engaged with their association to ensure their renewal or encourage their peers to join. The Committee

recommends further development of initiatives for Early Career Leaders with approval of the continuation of the Ad Hoc CLC.

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## **OBJECTIVE 2**

### **DEVELOP LEADERSHIP KNOWLEDGE AND SKILLS COMMENSURATE WITH EXPECTATIONS TO SERVE THE ASSOCIATION IN APPOINTED OR ELECTED POSITIONS**

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To achieve this objective, the Association will implement strategies to develop leadership knowledge and skills among those identified in Objective 1. It will include (1) identifying knowledge and skill sets in Early Career, Emerging, and Experienced Leaders; (2) developing a sequence of activities to foster leadership knowledge and skills (e.g., seminars, workshops) for leadership development specific to ASHA; and (3) continuous development through coaching/mentoring. Individuals will enter the sequence at points appropriate to their respective experience levels.

#### **Initiative 8: Provide a self-assessment of leadership knowledge and skills as part of a leadership training program**

Each individual will complete an initial self-evaluation of leadership knowledge and skills as part of a leadership training program to identify strengths and areas of opportunity. The initiative will be accomplished by adopting or adapting an existing leadership knowledge and skills inventory. In addition, adaptations may be made by reference to results of CLC's survey of ASHA leaders. As an individual gains leadership experience, he or she will periodically repeat the self-evaluation process. The individual is encouraged to share results of self-evaluations with an assigned mentor (see Initiative 10).

#### **Initiative 9: Provide tiered training opportunities in leadership**

*The Association will develop a series of learning activities on leadership training specific to the basic needs and requirements of ASHA.*

Basic learning activities are designed for those members who have shown strong interest in leadership development (e.g., committee involvement at the national or state level) but have minimal leadership experiences. These learning activities will explore the basics of leadership in areas such as committee work, commitment to volunteer, foundations of ASHA, and the profession in general. Learning activities will also include skill development, such as conflict management and negotiation skills. Learning activities will be designed to stimulate growth and interest for member involvement in committees and to explain what is necessary to lead or head/chair such committees. Further consideration should be given to revising the curriculum for the current Leadership Development Program or developing a new program designed specifically for members interested in ASHA leadership.

Intermediate and advanced learning activities on leadership development will be specific to executive development necessary for the BOD. Thought should be given to providing both face-to-face as well as online leadership training. Additionally, thought should be given to requiring completion of basic training before being eligible for advanced training. It is important to note that these leadership activities would not be mandatory requirements in order to run for office but would be looked upon favorably when considering members for appointment or election.

Advanced leadership activities would be designed for more experienced members—for example, those who have held executive positions at the state level, have served as national committee chairs, and/or have progressed through basic learning activities. These learning activities will be designed for those individuals who have shown the capability to perform, commit, and lead at the national level. Learning activities will be tailored to the specifics necessary to meet the competencies expected to serve on the ASHA BOD.

Learning activities will be offered periodically during the year(s) and may include online interaction and courses during the Annual Convention or elsewhere. Throughout, learning activities will consist of progressively more advanced seminars and activities, such as simulations, role playing, and group problem solving. Continuing Education Units may be offered.

#### **Initiative 10: Develop a leadership mentoring /coaching program**

An association mentoring model will be implemented. According to Cole and Wright-Harp (2008), *mentoring* is defined as a process whereby one guides, leads, support, teaches, and challenges other individuals to facilitate their personal, educational, and professional growth and development through mutual respect and trust. The Association will develop activities specific to the basic needs and requirements of ASHA. Ideally, each participant at each leadership level will be paired with a mentor/coach. The mentor/coach may change as the participant moves through the various levels of leadership and in some cases there may be multiple mentors. In addition, each participant must complete training in mentoring/coaching. Training for the mentor/coach will also be a part of the process. The committee recommends further development of a mentoring program with approval of the continuation of the Ad Hoc CLC (see Recommendation 11, page 15).

Gazley, B. & Dignam M. (2008). *The Decision to Volunteer*. Washington D.C.; ASAE & The Center for Association Leadership

Wright-Harp, W. & Cole, P.A. (2008). A mentoring model for enhancing success in graduate education. *Contemporary Issues in Communication Sciences and Disorders*. 35, 4–16.



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## INITIATIVES/RECOMMENDATIONS SUMMARY

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The following is a summary of recommendations/initiatives based on the research and data collected by the Ad Hoc Committee on Leadership Cultivation. They are not presented in priority order.

<b>1. Increase prominence of volunteer opportunities via current technology applications—found on page 9</b>
<b>2. Educate members about volunteer opportunities—found on page 10</b>
<b>3. Develop Annual Convention event—found on page 10</b>
<b>4. Centralize ASHA volunteer activities by designing and launching a volunteer cultivation system—found on page 11</b>
<b>5. Collaborate with other related professional organizations to identify diverse individuals from various work settings who have demonstrated leadership potential—found on page 12</b>
<b>6. Establish a foundation for the importance of volunteering and a framework for volunteerism within ASHA for Entry Leaders—found on page 12</b>
<b>7. Build community for Early Career Leaders—found on page 12</b>
<b>8. Provide a self-assessment of leadership knowledge and skills as part of a leadership training program—found on page 13</b>
<b>9. Provide tiered training opportunities in leadership—found on page 13</b>
<b>10. Develop a leadership mentoring/coaching program—found on page 14</b>
<b>11. Continue the Ad Hoc Committee on Leadership Cultivation to further develop and implement recommendations in this report. It is recommended that the Ad Hoc CLC be reviewed every 3 years to determine future needs and whether/when to sunset the committee.—found on pages 12, 13, and 14</b>

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## APPENDIX A

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### **Highlights of the Committee on Leadership Cultivation Survey** September 2013

#### Background

- The Committee on Leadership Cultivation Survey was fielded to 896 volunteer leaders and 41 staff leaders in August 2013. An overall response rate of 45% was achieved; 43% for volunteer leaders and 88% for staff leaders.

#### Respondent Characteristics

- Almost three-quarters (72%) of volunteer leaders have affiliated with ASHA for 21 or more years, with 45% affiliating for 31 or more years. The number of years of affiliation for staff leaders varied across the time spectrum with about a third each indicating 10 years or less, 11-30 years, and 31 or more years.
- About half (45%) of volunteer leaders have held an ASHA leadership position for five or less years. Only 12% have held a leadership position for 21 or more years. Two-thirds of staff leaders have held an ASHA leadership position for 10 or less years.
- The majority of survey respondents (ASHA volunteer leaders only) have served as a Committee/ Board/ Council Member ( $n=179$  currently and  $n=189$  previously) compared with those who have served as a Board of Directors Member ( $n=14$  currently and  $n=28$  previously), a Committee/ Board/ Council Chair ( $n=47$  currently and  $n=108$  previously), or an ASHA Chief Executive Officer (CEO), Chief Staff Officer, or an Ex Officio ( $n=36$  currently and  $n=11$  previously).
- More than half (54%) of volunteer leaders reported that they got started in ASHA leadership through recruitment efforts. Thirty-five percent said that it began through their own initiative. Another third (29%) indicated that their start evolved from experience with a state association or other professional organization.
- Of special note, four volunteer leaders reported that they got their start in ASHA volunteer leadership through the ASHA Leadership Development Program.

## Knowledge Areas

- Respondents were asked to rate the importance of *emerging* ASHA volunteer leaders having a working knowledge of 14 specific topic areas. All topic areas were rated as “somewhat important” or “very important” by at least 73% of respondents. The topics rated highest by volunteer and staff leaders combined were ASHA’s:
  - Ethics program (95%);
  - Annual public policy initiatives (91%);
  - Scientific and professional education programs (89%);
  - Strategic Pathway (89%);
  - Clinical certification program (88%), and;
  - Multicultural issues/ advocacy programs (87%).
- Respondents then were asked to rate the importance of *experienced* ASHA volunteer leaders having a working knowledge of the 14 specific topic areas. In this case, all topic areas were rated as “somewhat important” or “very important” by at least 84% of respondents. The topics rated highest by volunteer and staff leaders combined were ASHA’s:
  - Ethics program (98%);
  - Annual public policy initiatives (97%);
  - Fiduciary responsibilities to ASHA (96%);
  - Strategic Pathway (96%), and;
  - Scientific and professional education programs (96%).
- Additional topics believed to be fundamental to ASHA volunteer service for both emerging and experienced leaders centered around four major areas:
  - Knowledge of ASHA’s governance structure;
  - Knowledge of ASHA’s staff structure;
  - Knowledge of advocacy issues, and,
  - Knowledge of basic leadership skills.

## Leadership Qualities

- A question was posed on the importance of *emerging* ASHA volunteer leaders to possess and/or demonstrate specific leadership qualities. Nineteen specific qualities were listed. Almost all of the listed qualities were deemed “somewhat” or “very important.” All, or almost all (99% to 100%), of respondents (volunteer and staff leaders combined) ranked the following qualities as important:
  - Communication skills (written and spoken);
  - Ability to be a team player;
  - Ability to maintain composure;
  - Adaptability/flexibility;
  - Integrity, and;
  - Respect for others.
- In addition to the six qualities rated as “somewhat” or “very important” for *emerging* volunteer leaders, “organizational skills/ follow-up skills,” “conscientious,” and “visionary/ strategic thinking” received ratings of 99% or 100% by volunteer and staff leaders combined for an *experienced* leader to possess or demonstrate.

- Recommendations for other important qualities for emerging and/or experienced leaders to possess or demonstrate included basic leadership skills (assertiveness, ability to reach consensus, manage change, the art of compromise, strategic thinking, meeting management, negotiation skills, etc.) and a commitment to mentor future leaders.
- Respondents were invited to share leadership qualities and characteristics noticeably missing in new volunteers. Comments centered around seven main themes:
  - Basic leadership skills;
  - Lack of knowledge of ASHA governance and/or ASHA’s structure;
  - Lack of historical knowledge of the Association, discipline, professions, and issues;
  - Lack of big picture thinking and a broad vision for the Association;
  - Lack of commitment to the Association and task at hand (too much emphasis on self and resume-building)
  - Lack of a variety of volunteers (e.g., “good ole boy network”), and;
  - Lack of involvement of younger members and new, fresh ideas.

### Ways to Develop Leadership Qualities

- Respondents were asked to recommend, from a list of five, possible means to facilitate the acquisition of appropriate leadership qualities and characteristics to the appointment or election of new volunteers. About three-fourths indicated “assigned mentors during first months of service” (76%) and “expanded leadership training for ASHA members” (71%). “ASHA Convention mini-seminars” and “Convention opportunities to mingle with current leaders” received responses from about half of the respondents (57% and 53%, respectively).
- Other ideas for facilitating the acquisition of appropriate leadership qualities and characteristics to the appointment or election of new volunteers included:
  - Leadership training (face to face, online seminars, readings, etc.);
  - Creating initiatives for young professionals;
  - Instituting a mentoring program;
  - Recruiting new members to be leaders, and;
  - Providing more information about the different types of volunteer opportunities and their level of commitment.

### Commitments to Service

- When asked how important it is for future volunteers to make specific commitments related to their service, having available and using electronic technology to facilitate participation, occasional/ frequent conference calls, a monthly time commitment, and an expected travel commitment all were rated as “somewhat” or “very important” by at least 92% of respondents. A weekly time commitment was deemed as “somewhat” or “very important” by 72% of respondents.
- When asked for additional areas of commitment and comments on this topic, many respondents indicated that the level of commitment depends upon the role of the individual and the charge of the group. Clear expectations, understanding of responsibilities, and responsiveness/ follow-through were repeatedly cited as additional areas of commitment.

## APPENDIX B



### Report on the Committee on Leadership Cultivation Survey

#### Survey Methodology and Response Rate

On August 7, 2013, ASHA fielded an online survey to 937 ASHA volunteer and staff leaders (896 were volunteer leaders; 41 were staff leaders.) ASHA sent follow-up reminders to non-respondents on August 15 and August 23, and closed the survey on September 6.

Of the 896 volunteer leaders, 20 had previously opted out of receiving online surveys and 2 had undeliverable e-mail addresses, leaving 874 possible respondents. The actual number of respondents was 377, for a response rate of 43%. Thirty-six (36) of the 41 ASHA staff leaders completed the survey for a response rate of 88%. A total of 413 ASHA volunteer and staff leaders completed the survey for an overall response rate was 45%.

#### Results

##### 1. For approximately how many years have you been affiliated with ASHA as a member, certificate holder, and/or staff member?

Years of affiliation with ASHA	%		
	Overall <sup>a</sup>	ASHA volunteer leaders <sup>b</sup>	ASHA staff leaders <sup>c</sup>
0–5 years	6	5	22
6–10 years	7	6	11
11–20 years	18	17	25
21–30 years	26	27	11
31 or more years	43	45	31

Note. Percentages have been rounded.

<sup>a</sup>n = 407. <sup>b</sup>n = 371. <sup>c</sup>n = 36.

##### 2. For approximately how many years (total) have you held an ASHA leadership position (i.e., served as a committee/board/council chair or member, CSO, ex officio, etc.)?

Years holding an ASHA leadership position	%		
	Overall <sup>a</sup>	ASHA volunteer leaders <sup>b</sup>	ASHA staff leaders <sup>c</sup>
0–5 years	44	45	40
6–10 years	25	26	23
11–20 years	18	18	20
21–30 years	10	9	17
31 or more years	3	3	0

Note. Percentages have been rounded.

<sup>a</sup>n = 405. <sup>b</sup>n = 370. <sup>c</sup>n = 35.

**3. Please indicate any current/previous leadership position(s) that you have held with ASHA from 2008 to present. (Select all that apply.)**

Position	#	
	Currently hold	Previously held
Board of Directors Member	14	28
Committee/Board/Council Chair	47	108
Committee/Board/Council Member	179	189
ASHA Chief Executive Officer (CEO), Chief Staff Officer, Ex Officio	36	11

n = 354

**4. How did your ASHA volunteer leadership experience get started? (Select all that apply.)**

Response	%		
	Overall <sup>a</sup>	ASHA volunteer leaders <sup>b</sup>	ASHA staff leaders <sup>c</sup>
Not applicable; I've never been an ASHA <u>volunteer</u> leader.	13	7	67
It began through my own initiative.	32	35	8
Someone recruited me.	50	54	11
Someone encouraged me to look into volunteer opportunities.	20	21	8
It evolved from local/job-related volunteer experience directly into ASHA volunteer leadership.	6	6	6
It evolved from experience with a state association or other professional organization directly into ASHA volunteer leadership.	26	29	3
Other (please specify)	4	3	11

Note. Percentages have been rounded.

<sup>a</sup>n = 393. <sup>b</sup>n = 357. <sup>c</sup>n = 36.

Other

Leadership Development Program

- ASHA Leadership Development Program
- ASHA Leadership Development training
- I was a graduate of the Leadership Development Program.
- I was in the ASHA LDP.

Legislative Council

- A colleague nominated me to the Legislative Council and I won!
- Elected as LC way back when
- Membership/involvement on the ASHA Legislative Council (LC)

Nomination Process

- Former student nominated me.
- Someone nominated me.

NSSLHA

- Note – involved with NSSLHA Council
- NSSLHA

Miscellaneous

- Always been active
- BRS-S Board involvement
- College professor said it was important to get involved.
- I completed the volunteer application and somehow Pam Mason wound up contacting me and believing in me.
- I was selected by ASHA's Executive Director.
- Listserv committee
- Mentorship

**5. Please indicate how important it is for emerging ASHA volunteer leaders to have a working knowledge of the following topics.**

Topic	%														
	Not at all important			Not very important			Somewhat important			Very important			Do not know		
	O	VL	SL	O	VL	SL	O	VL	SL	O	VL	SL	O	VL	SL
ASHA's Strategic Pathway	1	1	6	8	9	3	35	34	43	54	55	49	2	2	0
Fiduciary responsibilities to ASHA	3	3	3	12	12	9	50	50	49	33	32	40	3	3	0
ASHA's Advisory Council functions	1	1	3	13	11	23	51	51	51	32	33	23	3	4	0
ASHA's financial/budgetary operations	3	3	3	21	21	20	55	54	63	18	19	14	2	3	0
ASHA's academic accreditation programs	3	3	0	18	18	14	55	53	69	23	24	14	2	2	3
ASHA's annual public policy initiatives	1	1	6	7	7	3	41	40	46	50	51	46	1	1	0
ASHA's clinical certification program	2	2	0	10	10	6	50	50	49	38	37	43	2	1	3
ASHA's continuing education program	2	2	3	15	15	14	50	48	69	32	34	14	1	1	0
ASHA's ethics program	0	0	0	4	4	0	28	26	46	67	68	54	1	1	0
ASHA's multicultural issues/advocacy programs	2	2	0	10	10	6	53	52	57	34	34	34	2	2	3
ASHA's practice management programs	3	3	3	17	16	20	52	52	49	23	22	29	6	6	0
ASHA's scientific and professional education programs	2	1	3	9	9	9	55	53	74	34	36	14	1	1	0
ASHA's Special Interest Groups (SIGs)	2	2	3	12	12	11	49	48	60	36	37	26	1	1	0
The ASHFoundation	3	3	3	19	19	20	54	52	69	21	23	9	3	3	0

*Continued*

**(Continued) Please indicate how important it is for experienced ASHA volunteer leaders to have a working knowledge of the following topics.**

Topic	%														
	Not at all important			Not very important			Somewhat important			Very important			Do not know		
	O	VL	SL	O	VL	SL	O	VL	SL	O	VL	SL	O	VL	SL
ASHA's Strategic Pathway	0	0	3	2	2	0	12	10	31	84	87	66	1	1	0
Fiduciary responsibilities to ASHA	0	0	0	2	2	0	23	23	20	73	72	80	2	3	0
ASHA's Advisory Council functions	0	0	0	3	3	3	31	29	40	64	64	57	2	3	0
ASHA's financial/budgetary operations	0	0	0	5	6	3	39	38	46	54	55	51	1	1	0
ASHA's academic accreditation programs	1	1	0	7	7	6	39	39	43	52	53	49	1	1	3
ASHA's annual public policy initiatives	0	0	0	3	3	3	20	20	14	77	76	83	1	1	0
ASHA's clinical certification program	0	0	0	5	5	3	31	32	23	63	62	74	1	1	0
ASHA's continuing education program	1	1	3	7	7	3	41	40	54	50	51	40	1	1	0
ASHA's ethics program	0	0	0	2	2	0	19	18	23	79	79	77	1	1	0
ASHA's multicultural issues/advocacy programs	1	1	0	4	4	0	41	40	49	54	54	49	2	1	3
ASHA's practice management programs	2	2	3	8	8	9	41	41	40	45	45	49	5	5	0
ASHA's scientific and professional education programs	0	0	0	3	3	3	41	39	54	55	56	43	1	1	0
ASHA's Special Interest Groups (SIGs)	1	1	0	6	7	0	32	31	40	61	61	60	1	1	0
The ASHFoundation	2	2	3	11	12	3	39	36	66	45	47	29	3	3	0

Note. O = Overall; VL = ASHA volunteer leaders; SL = ASHA staff leaders. Percentages have been rounded. n = 338 (Overall); n = 303 (ASHA volunteer leaders); n = 35 (ASHA staff leaders)

**6. Please list any additional topic areas not included above that you believe are fundamental to volunteer service.**

**Important for emerging leaders to know:**

- A flow chart of NO staff, directors all the way down to members. Have it annually published with pictures in the Leader as 2 page pull-out/centerfold. (stop laughing)
- A summary of how we have emerged (issues in the past)
- A vision of the future of the profession and of the association
- Advocacy – local, state, Capitol Hill
- Advocacy efforts
- ASHA governance structure (5 responses)
- ASHA membership demographics
- ASHA organizational structure



- ASHA PAC
- ASHA relationship to the student organization – very important
- ASHA's administrative structure
- ASHA's BOD functions, ASHA committee functions
- ASHA's Executive Board
- ASHA's Health Care Economics Committee
- ASHA's Leadership Development Program
- ASHA's publications: somewhat important
- Audiology/SLP Practices professional consultation services
- Available data sources from ASHA – supply and demand data on the professions; HES CSD Education Survey pipeline data and trends about future clinical workforce and PhD faculty-researchers; ASHA publications, including both journals and e-newsletters; N-CEP products; NOMS
- Basics of ASHA Governance
- Chain of command within ASHA
- Challenges to the professions regarding scope of practice and issues related to reimbursement
- Collaboration skills to function within an organization
- Collaboration skills, positivity, leadership in terms of team work, providing services to others as opposed to seeking out the limelight!
- Committee/board structure
- Committee/Board/Task Force structure and functions
- Content area (e.g., program reviewers must be experts in the content area they are reviewing.)
- Current clinical education policies and practice
- Current concerns and challenges in our field
- Current legislative issues
- Difference between licensure, certification, and membership
- Direction of ASHA legislative affairs
- Emerging changes in health care and service delivery, emerging basic research findings across disciplines
- Emerging leaders should be informed about the support that is available through ASHA staff and voluntary leaders if they are interested in pursuing leadership positions in ASHA.
- Emerging trends in health care
- Essentials of leadership: how to run a meeting; how to maintain electronic communication from members of the committee; rules for online communication, etc.
- Evidence-based practice
- Expectations of a committee member or chair
- Expertise in their content domains
- For both emerging and experienced, it is worthwhile to have the big picture perspective of ASHA as a national association and credentialing body.
- General policies for members of committees and related duties
- Good knowledge match between the specifics of professional experience (the day job!) and the specific volunteer activity. For example, clinical practice relevant volunteer activities should require a wealth of clinical experience. Research volunteer activities should require substantial research involvement.
- Governance structure and processes
- Governance structure, volunteerism advocacy, managing others

- Health care and funding issues
- Historical background of ASHA
- Home office staff organization and support functions for their areas of interest/participation
- How ASHA benefits members at the state level
- How ASHA functions, association structure
- How ASHA interacts successfully with other professional agencies
- How ASHA interfaces with other professional organizations in the field and with other disciplinary organizations
- How committees/boards are formed and how they function
- How payment for SLP and aud services and procedures are valued
- How the BOD is elected and how they operate
- How to navigate the travel
- I think it depends on the role you are serving. I have a hard time rating these, because depending on the function of your committee some areas are extremely important and others less so.
- I think it depends on what you are doing.
- Impact of federal programs (e.g., ACA, IDEA, ESEA, CMS) on our professions
- In general, I believe volunteers bring their own experiences to the table and if they are willing to work at learning what's needed for their new role and have "the right stuff," it generally works. A general knowledge of ASHA's goals and functions helps.
- Information about research and initiatives
- International programs
- Interpersonal skills
- Issues of accuracy of information on ASHA website and Leader
- It depends on their specialty area or role: this question must be answered for each position.
- Key features of leadership in a volunteer environment
- Methodology for getting involved
- Negotiating the health care system, including CMS
- Nominations and elections for BOD, AC, and SIGs; ASHA publications
- NSSLHA role
- Opportunities and roles of volunteers
- Opportunities for participating in projects/activities that prepare them for leadership roles
- Opportunities to provide in-service, training in their area of expertise
- Organizational structure
- Organizational structure of ASHA
- Orientation to being an effective board/committee member (board governance issues, ability to be deliberative and collaborative, leadership basics, trends/issues affecting the association and professions, etc.)
- PhD education
- Political Action Committee and grassroots initiatives
- Political advocacy/action; public awareness of professions and related initiatives
- Principles of leadership
- Principles of stewardship as a leader
- Publications and policies related to any/all ASHA publications
- Relationship between audiology and SLP issues and ASHA's stance

- Relationship of ex officio and National Office staff to volunteer committee structure; how committee input funnels to the BOD for decision making; what committee decisions do not go to the BOD
- Relationship of volunteer leaders to N.O. staff
- Research and publications
- Specific expectations of committee/board members; basic information regarding payment for travel
- Strategic plan, focus in public policy
- Team leadership skills, strategies for working well with others
- Technology, public schools
- The above question is difficult to answer as written. It really depends on what the person is volunteering to lead. For example, if you are a SIG leader, then knowing about SIGs and continuing ed are particularly important. If you are a member of leadership council, then perhaps budgetary information is more pertinent.
- The above was hard to answer because it depends on the area in which the person is volunteering.
- The current members of the ASHA Executive Board
- The need to be a good communicator, and to work in the present. Facebook and social media are not the only approach in many situations.
- Thorough understanding of the position's responsibilities
- Tiered level of service provision – example, SLPAs
- Time commitment expectations
- Understand the value of their volunteer work + why
- Variability of requirements by state and practice settings
- Various opportunities for leadership within ASHA as a volunteer...they are not necessarily explicit or obvious to the emerging leader.
- Very important to know about the program they are volunteering for
- What strengths they have and how they can use those for ASHA
- Who to seek for mentoring
- Working in group dynamics
- “Working knowledge” of any specific content is not part of the important skill set.
- Working with teams, change management
- You are not going to make much of a difference.
- You have to have some dedicated time available.

**Important for experienced leaders to know:**

- A vision of the future of the profession(s) and of the association
- Advocacy – Capitol Hill. Everyone should experience this!
- All of the above plus how different committees and sections of the National Office interrelate
- An experienced leader should have a general knowledge concerning the diversity of settings (and the responsibilities) in which SLPs and audiologists work (e.g., schools, SNFs/long-term care, hospitals, universities, etc.)
- ASHA governance; basics of public relations; advocacy process by Capitol Hill office
- ASHA membership demographics
- ASHA organizational structure

- ASHA PAC
- ASHA PAC involvement
- ASHA relationship to the student organization – very important
- ASHA's administrative structure
- ASHA's BOD functions, ASHA Committee functions
- ASHA's Executive Board
- ASHA's governance structure (3 responses)
- ASHA's Health Care Economics Committee
- ASHA's publications: very important
- Audiology/SLP Practices professional consultation services
- Available data sources from ASHA; supply and demand data on the professions; HES CSD Education Survey pipeline data and trends about future clinical workforce and PhD faculty-researchers; ASHA publications including both journals and e-newsletters; N-CEP products; NOMS
- Basic understanding of ASHA's structure so that they can serve as a resource and/or answer questions for members; in other words, guide them in the right direction when they need help
- Chain of command within ASHA
- Collaboration skills, positive model for communication, leadership in terms of teamwork and service to the association
- Conflict resolution, organization dynamics
- Content area (e.g., program reviewers must be experts in the content area they are reviewing.)
- Content/expertise related to area of service
- Current clinical education policies and practice
- Current concerns and challenges in our field
- Depending on their role, it may not be markedly different than for an emerging leader; despite more knowledge and experience, they have to listen to and weigh different options for addressing areas of concern. Clearly, different tasks require somewhat different knowledge and skill sets.
- Difference between licensure, certification, and membership
- Direction of ASHA legislative affairs
- Emerging basic research findings across disciplines
- Emerging trends in health care
- Establishing measurable outcomes and acting on data
- Health Care Economics/reimbursement issues
- Health care and funding issues
- How ASHA interacts successfully with other professional agencies
- How SLP and aud procedures and services are valued by the AMA and CMS and how fees are set
- How to communicate issues to individual members
- How to foster “the next generation” of leaders
- How to foster leadership skills in others
- How to manage in conjunction with the NO staff
- How to maximize your relationship with your ex officio
- How to mentor young professionals to be active leaders
- I think it depends on what you are doing.
- I'd hope they have some leadership experience in other venues and know how to handle conflict, how to run productive meetings, and how to deal with egos

- Impact of federal programs (e.g., ACA, IDEA, ESEA, CMS) on our professions
- Importance of advocacy + activities of the ASHA PAC
- Important relationships with other committees – how can they work together?
- Information about research and initiatives
- International programs
- Interprofessional education; international
- Issues impacting the members (academic, clinical, research)
- Issues of accuracy on ASHA website and Leader
- It depends on their specialty area or role. This question must be answered for each position.
- Knowledge and Skills statements
- Knowledge of emerging changes in health care especially related to the professions
- Leadership and how to run a meeting
- Leading and working with teams, change management, communication effectiveness
- Legislative/lobbying/regulatory activities
- Long- and short-term effects of health care regulations on the delivery of speech, language, hearing services
- Member engagement. Don't forget the individuals who are starting a second career or returning to the field
- Nominations and elections for BOD, AC, and SIGs; ASHA publications
- NSSLHA role
- Ongoing issues that ASHA is addressing like lobbying efforts; be up to speed on what ASHA is communicating to members via all our communication vehicles so they can reinforce that information.
- Opportunities to provide in-service training in their area of expertise
- Other leadership initiatives at ASHA
- Pathways/ladders to increase leadership role in ASHA (both organic and organizational)
- PhD education
- Placement of their committee/board in the context of Association business; goal for group to achieve
- Political Action Committee and grassroots initiatives
- Political advocacy/action; public awareness of the professions and related initiatives
- Principles of leadership and mentoring
- Principles of stewardship as a leader
- Public relations skills
- Publications and policies related to any/all ASHA publications
- Reimbursement for CMS and schools
- Relationship of state organizations and state issues to ASHA; relationship of ASHA to other important national organizations such as AAA
- Relationships with RPOs/coalitions
- Relationships with similar organizations
- Research and publications
- Roles and responsibilities of volunteer leaders and N.O. staff
- Same – audiology issues; also ASHA history on issues
- Same as above plus public speaking
- Strategic plan, focus in public policy
- Team leadership skills, strategies for working well with others

- Technology, public schools
- The “big picture” of how programs and initiative works together; also how to maneuver through the ASHA network to complete tasks/projects
- The current members of the ASHA Executive Board and their primary initiatives
- The information has to be shared
- Thorough understanding of the position's responsibilities
- Tiered level of service provision – example, SLPAs
- To be informed where needed as things change
- Variability of requirements by state and practice settings
- What strengths they have and how they can use those for ASHA
- “Working knowledge” of any specific content is not part of their important skill set
- You have not made much of a difference

**7. Please indicate how important it is for emerging ASHA volunteer leaders to possess and/or demonstrate the following leadership qualities.**

Quality	%														
	Not at all important			Not very important			Somewhat important			Very important			Do not know		
	O	VL	SL	O	VL	SL	O	VL	SL	O	VL	SL	O	VL	SL
Communication skills (written and spoken)	0	0	0	0	0	0	9	8	20	91	93	80	0	0	0
Organizational skills/follow-up skills	0	0	0	1	1	0	13	13	17	85	86	83	0	0	0
Ability to enhance inclusiveness	1	1	3	3	3	6	47	48	40	47	46	51	2	3	0
Visionary/strategic thinking	0	0	0	4	4	6	54	52	71	42	44	23	0	0	0
Ability to be a team player	0	0	0	1	1	0	10	9	11	90	90	89	0	0	0
Adaptability/flexibility	0	0	0	1	1	3	25	25	23	74	75	71	0	0	3
Courage	0	0	3	11	11	9	56	56	60	30	30	26	3	3	3
Authenticity	0	0	0	1	1	3	21	21	17	75	75	74	3	3	6
Gravitas	3	3	6	11	10	17	51	52	49	24	25	17	11	11	11
Ability to act as a change agent	1	0	3	5	4	9	56	56	51	38	38	37	1	1	0
Empathy	0	0	0	5	4	17	49	50	40	44	44	40	2	1	3
Ability to see the big picture yet remain detail-focused	0	0	0	3	3	3	46	45	51	50	50	46	1	1	0
Integrity	0	0	0	0	0	0	1	1	3	98	99	94	0	0	3
Ability to maintain composure	0	0	0	1	1	0	32	33	26	67	66	74	0	0	0
Loyalty	0	0	0	5	5	3	37	38	31	55	54	60	3	3	6
Respect for others	0	0	0	0	0	0	5	3	14	95	96	86	0	0	0
Ability to delegate	1	1	3	15	14	23	61	63	51	22	22	23	0	0	0
Inspiring	1	1	0	16	15	20	63	62	69	20	21	9	1	1	3
Conscientious	0	0	0	1	1	0	18	17	23	80	81	74	0	0	3

*Continued*

**(Continued) Please indicate how important it is for experienced ASHA volunteer leaders to possess and/or demonstrate the following leadership qualities.**

Quality	%														
	Not at all important			Not very important			Somewhat important			Very important			Do not know		
	O	VL	SL	O	VL	SL	O	VL	SL	O	VL	SL	O	VL	SL
Communication skills (written and spoken)	0	0	0	0	0	0	4	3	9	96	97	91	0	0	0
Organizational skills/follow-up skills	0	0	0	0	0	0	3	3	0	97	97	100	0	0	0
Ability to enhance inclusiveness	0	0	3	1	1	0	24	24	23	74	74	74	1	2	0
Visionary/strategic thinking	0	0	0	1	0	3	16	16	17	83	84	80	0	0	0
Ability to be a team player	0	0	0	0	0	0	11	10	14	89	90	86	0	0	0
Adaptability/flexibility	0	0	0	0	0	0	15	16	14	84	84	83	0	0	3
Courage	0	0	0	7	7	11	38	38	37	52	53	49	2	2	3
Authenticity	0	0	0	1	1	0	14	15	11	82	82	80	3	3	9
Gravitas	3	2	6	7	7	9	43	43	37	38	38	37	10	10	11
Ability to act as a change agent	0	0	0	1	1	3	27	26	31	71	72	66	1	1	0
Empathy	0	0	0	3	2	11	37	37	40	58	60	47	2	1	3
Ability to see the big picture yet remain detail-focused	0	0	0	1	1	0	15	14	26	83	84	74	1	1	0
Integrity	0	0	0	0	0	0	1	1	0	98	99	97	1	0	3
Ability to maintain composure	0	0	0	1	1	0	17	18	11	81	80	89	0	0	0
Loyalty	0	0	0	3	3	3	29	29	26	66	66	69	2	2	3
Respect for others	0	0	0	0	0	0	2	1	11	97	99	89	0	0	0
Ability to delegate	0	0	0	1	1	3	31	31	31	67	68	66	0	0	0
Inspiring	1	1	0	2	1	3	43	40	66	54	57	29	1	1	3
Conscientious	0	0	0	0	0	0	13	13	14	86	86	83	0	0	3

Note. O = Overall; VL = ASHA volunteer leaders; SL = ASHA staff leaders. Percentages have been rounded. n = 315 (Overall); n = 280 (ASHA volunteer leaders); n = 35 (ASHA staff leaders)

**8. Please list any additional leadership qualities/characteristics not included above that you believe are fundamental to volunteer service.**

**Important for emerging leaders to possess/demonstrate:**

- A knowledge of the history of the discipline and view of the future that views the discipline as the most competent clinical practitioners of any medical/educational specialty
- Ability to be an “active listener”
- Ability to complete assignments by deadline
- Ability to draw on good evidence to support positions
- Ability to learn importance of independent leadership thinking and skills
- Ability to listen, be open-minded, and hold to purpose
- Ability to manage change and conflict; transparency
- Ability to meet deadlines; ability to work in technical environment (e.g., Collaborate sites)
- Ability to multi-task

- Ability to strategize, meeting management skills, teaching skills, negotiation skills, collaboration skills
- All of the above are highly important.
- Ambitious
- Appreciation for work of volunteers, good listener
- Assertiveness; willingness/ability to have difficult conversations when necessary
- Awareness of what defines high quality in an organization or service provision
- Be cooperative, collaborative, and able to compromise.
- Be welcoming to others helping rather than not have to hold every leadership position
- Be willing to toe the ASHA party line
- Charisma: not very important; ability to express appreciation: not very important
- Clear thinking, time management
- Commitment to bringing other new leaders into the work
- Commitment
- Commitment to dedicate time to the work of the committee – not just at meetings
- Decorous; objective; mature; tactful; professional; respect for deadlines; reads materials and instructions
- Dedicated to improved change
- Empathy
- Energy and sustainability
- Enthusiasm; passion for the field
- ETHICAL and HONEST, APOLITICAL
- Five+ years of equivalent full-time clinical experience
- Focus and attentiveness
- Forward thinkers
- Friendly, considerate, passionate
- Good listener
- Good self-awareness; ability to be a good listener; emotional intelligence
- Honesty (2 responses)
- How to conduct a meeting efficiently
- I hope respect for others includes respect for the opinions of others. Receiving different viewpoints in a positive, respectful manner.
- In my opinion, an emerging leader should be motivated by the right reasons (e.g., wanting to make a positive difference in the profession).
- Inquisitiveness/seeking/curiosity
- Interest in the workings of the field and association; intelligence to see connections and possibilities
- Interest, desire to learn and contribute
- Interest, enthusiasm, ability to follow through
- Interpersonal skills and emerging national recognition
- Knowledge of multicultural issues
- Knowledge seeking, willingness to learn – not sure what the adjective would be
- Knowledge/experience in some aspect of the professions that lends itself to the job at hand, that compliments but doesn't duplicate the knowledge and experience that others are bringing to the job at hand.
- Knowledgeable of state of the art research



- Listening skills
- Mentorship of potential leaders
- Most of the above qualities are important as clinical service providers. If a second survey is circulated, it may be interesting to determine the qualities that are distinct to leaders versus professionals in a clinical field.
- Multicultural and lingual sensibilities
- Observant of process
- Openness, work/life balance – don't over commit.
- Passion, enthusiasm, energy, commitment
- Patience
- Personal integrity – very important
- Perspective, humor
- Professional knowledge and skills
- Selfless and generous with time and talents
- Selflessness
- Sense of equality for others; good sense of humor
- Sense of humor (2 responses)
- Servant spirit
- Social skills (able to put people at ease)
- Some other descriptors that might be subsumed in the above – for emerging and experienced leaders: exercises good judgment, goal and task oriented, understands and manages group dynamics, accepts responsibility of the position.
- Team building skills
- Thick skinned
- TIME
- Time management (2 responses)
- Time management and flexibility of scheduling
- Time management skills
- To feel confident in your skills as part of the solution
- Transparency
- Truthfulness, dependability, fair-minded, vigilant
- Willingness to ask questions
- Willingness to bond with fellow council/board/committee members
- Willingness to learn (2 responses)
- Willingness to learn/skill development
- Willingness to learn about the manifold issues in the field
- Willingness to learn; ability to tolerate uncertainty; willingness to say what you don't know
- Willingness to learn; quick study; critical thinker
- Willingness to work hard
- Working for the better good

**Important for experienced leaders to possess/demonstrate:**

- A knowledge of the history of the discipline and view of the future that views the discipline as the most competent clinical practitioners of any medical/educational specialty
- Ability to adapt to new ideas, think out of the box

- Ability to be an “active listener”
- Ability to challenge the status quo
- Ability to complete assignments by deadline
- Ability to draw on good evidence to support positions and motivate
- Ability to facilitate bonding among members
- Ability to lead staff and members to next level
- Ability to listen, be open minded, and hold to purpose
- Ability to manage change and conflict; transparency
- Ability to meet deadlines; ability to work in technical environment (e.g., Collaborate sites)
- Ability to multi-task
- Ability to reach consensus
- Ability to work with a wide variety of personalities
- Active listening
- All of the above are highly important
- An experienced leader should show interest and sensitivity to the different demands and characteristics of the various settings where SLPs and audiologists practice. An experienced leader should be non-judgmental.
- An understanding of both disciplines
- Appreciation for work of volunteers, patience
- As above. A comment on marking all traits as very important: “true” leaders don't get a “pass” on any of the critical traits that constitute ethical and effective leadership.
- Awareness of what defines high quality in an organization or service provision
- Be cooperative, collaborative, and able to compromise
- Be welcoming to others helping rather than not have to hold every leadership position and control everything. Some people have like 28 leadership positions either consecutively or at once while others have 0 despite their continuous effort to volunteer. ASHA needs to spread the opportunities more.
- Being a good listener
- Charisma: somewhat important; ability to express appreciation: very important
- Commitment to bringing other new leaders into the work
- Compromise
- Consensus building, time management, and organization
- Decorous; objective; mature; accepting of decisions; tactful; professional; respectful of deadlines; reads materials and instructions
- Dedicated to improved change
- Dedication
- Empathy
- Encourage participation/volunteerism in new members
- ETHICAL and HONEST, APOLITICAL
- Five+ years of equivalent full-time clinical experience
- Focus and attentiveness
- Friendly, considerate, passionate
- Global perspectives
- Good self-awareness; ability to be a good listener; emotional intelligence; skilled in leading and managing change (which is not necessarily the same as acting as a change agent!); ability and willingness to mentor others

- Having “crucial conversations,” holding people accountable, how to work with the volunteer nature of our organization
- Honesty (2 responses)
- How to conduct a meeting efficiently
- Humility and awareness of other settings and professions
- I hope respect for others includes respect for the opinions of others. Receiving different viewpoints in a positive, respectful manner
- I might add sense of humor
- Integrity, emotional intelligence, organizational
- Intelligence
- Interpersonal and networking skills
- Knowledge of all areas of practice; sense of humor; passion for our field
- Knowledgeable of state of the art research
- Knowledgeable; diplomacy; ability to get along with others (in a broader context than being a team player)
- Listens to others; considers other points of view; takes a stand
- Listening skills
- Mentoring of emerging leaders (2 responses)
- Open mindedness; good listening skills
- Open to new ideas
- Passion for the field
- Passion, enthusiasm, energy, commitment
- Patience (2 responses)
- Personal integrity – very important
- Perspective, humor
- Principles, ethics
- Professional knowledge and skills
- Sense of equality for others; good sense of humor
- Sense of humor (2 responses)
- Sense of humor. Willingness to nurture others to become leaders.
- Servant spirit
- Social skills
- Thick skinned
- Thinking outside the box; future focused; embrace technology
- TIME
- Time management and flexibility of scheduling
- To be respectful of diverging opinions
- Transparency
- Truthfulness, dependability, fair-minded, vigilant
- Willingness to learn and function with various personality types
- Willingness to move over for emerging leaders when necessary
- Working for the better good

**9. In your experience as an ASHA leader, are there leadership qualities/characteristics that have been noticeably missing in new volunteers?**

- A focus on what's in it for them; looking for prestige without having to do the work
- A knowledge of the history of the discipline and an understanding of the inextricable relationship between the professions.
- A willingness to volunteer for the sake of the profession, a vision for the profession and for the association, an ability to think out of the box about topics, and a belief in the profession. To so many it seems like “just a job” anymore....many seem unwilling to get involved at a local/state or national level with the field.
- Ability to disagree with existing leaders
- Ability to move beyond the perspective of their own workplace/job situation to take a larger view
- Ability to organize meetings, inability to follow through on tasks, lack of macro view of ASHA
- Ability to recognize the history of an issue and apply that to moving the issue forward
- Ability to think outside of the mainstream
- An ability to be a “team player”
- Appropriate orientation to the charge of the committee and sub-committees of the body
- Awareness of the framework in which they are operating (e.g., ASHA governance structure)
- Background knowledge of ASHA at broad and detailed level. Note – some characteristics noted in this survey seem related to individual style/personality than merely to leadership skills (i.e., some people tend to see big picture, and have more challenges managing details; some people are more flexible than others).
- Being flexible and adaptable
- Big picture thinking
- Big picture; adherence to timelines; inspiring others
- Commitment
- Commitment to and understanding of the full range of their responsibilities; ability to understand the point of view of the National Office in order to get away from a kneejerk us vs. them mentality
- Commitment to assigned tasks and performing tasks in a timely manner
- Commitment to get the work done! Seem willing to come to meetings/be on calls – but they don't DO the work between the calls.
- Commitment – attempting each of the projects, attendance, and participation. Not just getting the title on the resume but earning it.
- Conscientiousness
- Consistency, responsiveness, commitment
- Cultural competence
- Decorum; accepting of and upholding decisions made of the committee, a board, or the BOD; taking responsibility for reading materials and responding to deadlines
- Dedication
- Dependability, timely completion of task (some volunteers)
- Difficulty with multi-tasking
- Each person is unique. I have had volunteers who did not do what they were supposed to; I have had volunteers who were extremely conscientious. I think some people are more naturally followers who are detail-oriented and others bring independence and leadership qualities to their volunteer positions. Many (most) volunteers are quite ignorant of ASHA realities and

initiatives, but ASHA does good training for that. I have served with individuals who were poor at responding to communications – this is the number one frustration for a leader, as this adds time that we don't have to getting our volunteer commitments done.

- Enthusiasm and willingness to be mentored
- Ethics, apolitical, free of personal agenda, free of political agenda
- Follow-through and attention commitment
- Getting the big picture with respect to issues at hand
- Going beyond continuing education. I know many who are new to the field and they do not keep current on topics related to the professions (i.e., journals, papers). Maintaining knowledge on best practice is essential to being a quality leader.
- Guidance – some new leaders need guidance (good to ask for it) and need to extend that notion that our organization benefits from guidance. New leaders and emerging leaders (and leaders expanding their leadership opportunities) benefit from support and guidance.
- Historical knowledge of the big picture
- Humility (2 responses)
- I don't think I'm an "ASHA leader." I'm simply a new SIG CE manager (volunteer) so perhaps I erroneously received this survey? Regardless, I would say it's a general lack of knowledge about the organization. A volunteer PDF would be helpful for all new volunteers. Or perhaps a quick mini-training volunteer orientation through GoToMeeting.
- I have noticed that some of the volunteers do not have experience or expertise in areas relevant to their volunteer role. For example, anyone serving in a position of volunteer leadership on research-related committees should have their own well known program of research. Similarly, persons serving on academic affairs committees should have academic appointments/positions. Unfortunately, that is not always the case. It is the role of the Committee on Committees to insure that appropriate candidates are nominated for the board and other committees.
- I think ASHA does many things and I'm not sure how important any of them are and which are more/less important. It doesn't matter what the skill sets of volunteers are because it's a clique. You get in if you know someone and the same people are recycled into various positions over and over again. It is sadly one big popularity contest in many cases... knowledge of ASHA... hopefully and presumably volunteers have some. But I think most positions you can learn on the job.
- I think that a mentorship plan within a given committee is important as new people rotate on committees. So who will have dinner with the new person at the hotel the first night? Who will bring the person up to speed? Who is the "point person" for the new member?
- I think the qualities should speak to the specific knowledge, skill, and expectations relative to the committee or board. It is important to keep that in mind and not expect volunteers to be "everything." Consider the role of staff and ASHA units via ex officios relative to leadership.
- I think there are some great new volunteers that actually don't make it on committees because there is not a great way to identify skills needed.
- I think we need to be more mindful of diversity – not only diversity in racial/ethnic background, or gender aspects, etc., but diversity in knowledge, experience, and work background. We need broad, diverse perspectives that compliment, not duplicate, those of others.
- I think what has been missing is younger people. Each year when you look at the candidates for elections, there is not much age diversity. Experience is certainly important but there are young people who have extensive leadership experience too. This is so important in connecting with the ASHA membership and why many people do not vote in the elections. They are waiting to

be inspired and a three minute video clip is not enough. They need to be “connected” with their future leaders.

- I would think commitment to a cause, belief and the profession would be important...and that their own agendas be left behind.
- In my experience, volunteers have been outstanding.
- In some cases, overall professional demeanor, including appearance, spoken language, behavior worthy of a representative of a professional organization
- Inability to think in terms of the big picture and where ASHA is going related to bigger issues; inability to suppress an inward focus on themselves and where they want to “leave their mark” during their term; needing to have credit for ideas and tasks (leaders need to give that up and play for the team).
- It seems like most volunteers go with the flow of what ASHA signifies as an organization. I think ASHA needs more people who come up with new ideas, positions, and direction.
- I've noticed over the years that many committee/board chairs lack appreciation of their fiduciary responsibility. Other potential leaders seem to lack the big picture and sense of working as a team.
- Knowledge about how ASHA is organized as an association beyond certification and paying dues
- Knowledge about the organization
- Knowledge of internal/ infrastructure of ASHA.... chain of command internally
- 1. Knowledge of the complexity and sophistication of ASHA 2. Difficulty dealing with BIG budgets 3. Lack of experiencing with “on the balcony” and “strategic thinking”
- Knowledge of what has been done/tried previously. Use of person-first language. Turn-taking.
- Lack of broader vision consistent with ASHA’s mission and beneficial to the field as a whole
- Lack of fear to try new and innovative strategies to get things done!
- Lack of knowledge of ASHA structure and goals
- Lack of understanding of the total picture of ASHA
- Leaving one's ego checked at the door
- Limited experiences
- Limited knowledge of the history of the Association along with the history of the professions. Limited knowledge of the broad range of issues facing ASHA.
- Many are lacking enough information about basic professional licensing vs. ASHA certification and/or membership.
- Many don't “listen” respectfully to others' ideas, or engage in perspective-taking; some don't demonstrate the ability to reach consensus on divisive topics.
- Maturity
- Most have had no clue about what they were getting into. Many were not qualified for the positions they were chosen for. And, most sadly, most seemed to have a personal agenda rather than wanting to work for ASHA.
- New people – there is a lot of “recycling” of the same people who tend to volunteer for everything within ASHA and SIGs – need to help new people not be afraid to step up or find ways to encourage new blood to become leaders within the organization.
- No
- No, but I do not think that ASHA gives many new people volunteer opportunities. It seems to always be the same bunch.
- No, I think everyone is great. But the variety of volunteers is noticeably missing. As I mentioned earlier, I keep seeing the same names come up in leadership positions and some who already have 3 years to go on a current commitment still at least make it to the short list for new

positions. With all the people in ASHA and the young people who want to be leaders (e.g., students who have come through the MSLP), I think it's unfair that it's so difficult to get volunteer leadership positions. I got mine because I knew someone who purposefully put my name forward. I understand that ASHA wants people with a good track record of leadership to continue in roles but there are other qualified members in the association who would like a chance.

- No, not on a consistent basis
- None; all I work with are overachievers.
- None that come to mind
- None in my experience over the past four years
- Not as committed to service
- Not so aware
- Numbers of people who appreciate the notion of giving back and are willing to “step up”
- Open mindedness, mindfulness, patience, absence of personal agenda (not sure how to capture that....perhaps it is authenticity)
- Patience; respect; willingness to do entry-level positions; listening; how to compromise and reach a consensus
- Personal touch, genuine caring for others, placing others above self
- Poor writing skills. Poor follow-up with colleagues. Poor closure and lack of formal appreciation to team members for their contributions.
- Presence
- Regarding new and old volunteers, there are some individuals whose volunteerism is driven more by the status conferred by the leadership position than the commitment to do the hard work required by the mission.
- Read, listen, and think and then make up your own mind. ASHA has too much group think. There is very little real training experience for potential leaders to emerge under the current system.
- Recent experience with a new committee chair who is so state-focused that it is difficult for this person to have a more global/national perspective. Does not understand chair responsibilities.
- Risk taking; willingness to manage tasks/projects
- Selfless commitment
- Selflessness in the sense that the goal of an ASHA leader is not self-promotion but rather looking at the big picture and making decisions that are of importance to the membership.
- Sense of commitment/duty; understanding of role
- Some are good. Some not so good.
- Some are unable to put aside personal agendas in addressing larger issues.
- Some lack dedication to tasks and/or ASHA – volunteering more for the “clout” but most are dedicated.
- Some lack the perspective of doing things for the greater good, regardless of what is personally preferable/beneficial.
- Some new leaders understandably have trouble seeing the big picture. Some people join a committee based on a personal agenda that might or might not jive with the committee's purpose. For the most part, however, I have been impressed with how capable, caring, and committed ASHA volunteers (from many different positions) are. I think that we, as an organization, barely tap into our vast and extraordinary human resources.
- Some new volunteers are afraid to speak up and ask “What does that mean?” Don't be afraid to admit that you don't know something.

- Some new volunteers are quiet initially while they are learning the process. This may be misinterpreted.
- Some volunteers have the inability to see the big picture in terms of realizing that their particular interest area cannot always be front and center or in the limelight, but that ASHA does the best it can possibly do to allow for fairness among different constituency groups.
- Somewhat too dependent on ASHA staff for decision-making
- Team player
- The ability to fit their individual aspirations into ASHA's Strategic Plan
- The ability to organize and conduct a meeting effectively and efficiently, both online and face-to-face. Additionally, some new members of committees seem reluctant to share their thoughts and ideas, so perhaps respectful assertiveness is needed too.
- The ability to see the big picture
- The two that come to mind: (1) commitment and (2) vision.
- That would very much depend upon the specific leader.
- There seems to be a lack of commitment and follow-through in the volunteers that I have met. Please note this is only for a small minority of the volunteers. It is not a systemic issue.
- These are isolated cases. One issue has been the individual's motivation to advance their agenda rather than the agenda of the group/ASHA. Another issue which was observed in a new leader is limited knowledge of the committee's topic from a broader perspective (only aware of what occurred in their state) and a general lack of “withitness” and leadership skills. There did not appear to be much change in the individual's knowledge or skills after the first 18 months on the committee. Another issue has been lack of commitment as evidenced by absences at 50% or more of the face-to-face meetings and many of the committee conference calls. This problem was addressed by the chair and the individual has promised to attend meetings in the future. This is a significant issue when there are so many individuals who submit their names repeatedly and are not successful in being appointed to committees.
- Time to commit to volunteer activities
- Transparency; change management; ability to deal with conflict; effective communication; respect for others
- Value of diversity (particularly with the opinions and thoughts of young committee members)
- Vision and ability to see the big picture
- Vision for the organization. Big picture given the changing times – new technology, new educational models...our leaders are too concerned about protecting the profession rather than helping it grow and evolve.
- We are reaching out to some lower level of leadership potential applicants. Thinking we can develop them through programs of support groups. Reach out for experienced independent thinkers who challenge the status quo.
- While I appreciate the enthusiasm and energy of many of the new volunteers, I have noted that some don't appear willing to “go the extra mile” for the organization.
- Willing to put the time in to complete the task. Sometimes it seems like they just want to include leadership on their CV but not do the work.
- Willingness to commit to a job they have accepted. It seems that the younger generation does not want to commit to a volunteer service.
- Willingness to participate, ability to stay on track, follow-up
- Willingness to put in the necessary time; leads to fewer volunteers and less long-term dedication. This is a problem in every organization I am part of, however.
- Willingness to serve without pay



- Yes. They want to know what's in it for them. A new title, a new thing to put on a VITA, a step up higher on the ladder, and a power grab. It should be about the profession and giving back. So what's missing? A true volunteerism attitude.
- Youth. New fresh ideas. Would like to see younger members participating in ASHA leadership roles.

**10. What would you recommend be offered in order to facilitate acquisition of appropriate leadership qualities/characteristics prior to appointments/elections of new volunteers? (Select all that apply.)**

Response	%		
	Overall <sup>a</sup>	ASHA volunteer leaders <sup>b</sup>	ASHA staff leaders <sup>c</sup>
Recommended readings	40	39	49
Assigned mentors during first months of service	76	76	83
ASHA Convention mini-seminars	57	58	54
Convention opportunities to “mingle” with current leaders	53	52	60
Expanded leadership training for ASHA members	71	71	77
Other (please specify)	9	9	9

*Note.* Percentages have been rounded.

<sup>a</sup>n = 314. <sup>b</sup>n = 279. <sup>c</sup>n = 35.

**Other**

- A formal leadership development long weekend at the ASHA National Office
- A history of the workings of the committee, etc. would help prepare new members to understand the current topics of interest.
- Allow young people to be leaders, make mistakes, and become great.
- Appoint new, young people to committees; not retirees.
- Assign mentors during a one-year period for new volunteers.
- Asynchronous or regional opportunities – we don't all live on the eastern seaboard.
- Better explanation of expectations/requirements of leadership positions
- Better vetting process. Some people are just not going to change their mode of operation.
- Consider review of the Volunteer Pool Form (not sure it's called that anymore).
- Continuation of an emerging leaders program
- Continuation of leadership development programs
- Continue the Leadership Development Program.
- Develop a list of competencies and “what does a leader look like” series (show what to do vs. not what to do); online mini-seminars (subcontract with companies that offer “leadership” training; weed out individuals who don't have soft skills.
- Encouragement to think out of the box and acknowledgement of action taken on new ideas that have promise
- For FPB, I think it should be a requirement that the members of the Board be managing large budgets. I also think more in-depth training should be provided.
- Given adequate resources all okay but recommend review of charges, and roles and responsibilities may help determine wherein lie issues.

- I did not really understand the mission and scope of the committee I was asked to join. I became a better member over time but I could have been more useful had I read a bit more about what my committee had done previously.
- I just want to reiterate how important readings would be to help get new leaders up to speed. I really could have used a few documents to help me better understand my position.
- I think it depends on the leadership position. If it is simply serving on a committee, I'm not sure this is needed. If it's serving in a bigger role, such as president, many of these seem appropriate.
- I think the LDP is a wonderful program.
- In part I think either you have "it" or you don't.
- Incentives—e.g., waive ASHA conference cost etc. I have found volunteering with ASHA to require resources – time and money (for travel expenses, babysitters, conference registration for affiliate meetings at annual conference, etc.)
- It seems appropriate to offer an array of leadership development options to help our field, as a whole, to move forward (not just within ASHA's walls). Another way to say that is good leadership training would not be wasted, if applied in other contexts beyond appointment to an ASHA committee. Online courses, in all their iterations, are another option.
- It seems like the year-long leadership trainings have made the most impact on the few who can participate. Would really like to see that model expanded to be available in ways to more.
- It seems the above have been tried unsuccessfully.
- Keep adult learners in mind. Go to the research regarding how leadership skills develop, don't just guess.
- Leadership training could be focused on leadership within ASHA or in other areas.
- Leadership development programs – separate for academicians and separate from clinicians. Seems like more academic researchers are expected to be critically involved in professional leadership – it would be timely to invest in developing that. Many current programs (e.g., Lessons for Success, CPRI, AARC) for academicians focus exclusively on research, not so much on leadership development.
- Leadership training for researchers
- Leadership training that would yield CEUs for participants
- Making "ASHA Leadership" more meaningful than a bunch of political BS
- Mentored peer groups, in which new leaders meet together with one or more experienced leaders
- Mentoring would be at the top of my list.
- Networking opportunities across states and interest areas
- Not sure about this – need the skills first, then become a leader.
- Once I heard Arlene say that her job (and the job of ex officios by extension) is to help ASHA members and staff determine from all of the good things that we want to do, what can we do, and then what will we do. It needs to be communicated that resources are limited (positively) and we must work within the available structure toward collaboration, achievement, and sharing perspectives respectfully and professionally. Professionalism 101 could be a topic that covers/addresses these concerns.
- Opening up more leadership opportunities to established members
- Opportunities to participate and grow as an ASHA leader, like under the former LC
- Opportunity to shadow leaders at work for ASHA
- People learn differently; having a mentor outside your own organization is helpful but also taking classes, book clubs, etc. are helpful.
- Promotional materials...how to sell these opportunities to employer

- Qualities are inherent.
- Reach out to independent thinkers ... who are leading SIGs, committees, or states.
- Recommended readings if that means duties and responsibilities of the board or committee; new members should also be familiar with written policies and procedures, and even some of the history of that board/committee.
- Recruitment of members with previous (non-ASHA) demonstrated leadership experience
- Resources on the asha.org website
- Serving as a member of a committee as a “training ground”
- Sessions at state convention and succession planning supports for current leaders
- Similar to CAPCSD's old “information from old and new chairs” I'd suggest this model for ASHA leaders. When I was a new chair it was helpful to hear from other chairs and to be able to ask questions of them.
- Stop the inbreeding and incestuous nature of leadership. Get new blood – not necessarily younger – but new.
- The most appropriate and efficient training is done by selecting smart, motivated, tenacious individuals and putting them on committees and boards and teaching by on-the-job exposure and mentoring.
- The orientation for new leaders that I attended on committee day at ASHA a few years ago did not help me prepare for the job ahead. Mentoring is a great idea as well as leadership training.
- These should be available to experienced leaders as well. We all need reminders or have not had the same “training/education” as our younger colleagues.
- Training sessions outside of Convention (i.e., at ASHA headquarters)
- Video orientation (using Camtasia)
- Webinars
- What would the goal be exactly? The above would all be fine I guess but just seems like another bureaucratic layer.

**11. Please indicate how important it is for future volunteers to make the following commitments related to their service.**

Commitment	%														
	Not at all important			Not very important			Somewhat important			Very important			Do not know		
	O	VL	SL	O	VL	SL	O	VL	SL	O	VL	SL	O	VL	SL
A weekly time commitment	4	4	3	19	19	18	50	50	50	22	22	27	5	5	3
A monthly time commitment	0	0	0	1	1	3	18	18	12	79	78	85	3	3	0
An expected travel commitment	1	0	3	6	6	9	26	25	32	66	67	56	1	1	0
Occasional/frequent conference calls	0	0	0	0	0	0	17	17	12	82	81	88	1	1	0
Have available and use electronic technology (e.g., collaboration sites; e-mail; virtual meetings) to facilitate participation	0	0	0	0	0	0	5	5	3	94	93	97	1	1	0

*Note.* O = Overall; VL = ASHA volunteer leaders; SL = ASHA staff leaders. Percentages have been rounded. *n* = 316 (Overall); *n* = 281 (ASHA volunteers leaders); *n* = 35 (ASHA staff leaders)

**12. Please provide any other comments that you may have about additional areas of commitment for consideration by volunteer leaders.**

- A sense of ownership to the task
- A two-year commitment by volunteer leaders for committee work, staggered to promote consistency and forward progress of the committee's tasks and missions
- Although it is important to be able to make a weekly commitment, a person may not always have weekly tasks to complete or participate in consistently.
- As workloads increase at many job sites, and demands of working parents seem to expand, finding time to volunteer for a national organization, albeit it very important, is challenging. Grouping volunteer/committee meetings, etc. with other events such as Convention, would make it more palatable for me. Secondly, handling the work via electronic communication with flexible deadlines and mentor support has made it workable for me.
- ASHA should provide technology to volunteer members to facilitate participation.
- Commitment is largely dependent on the activity for which the individual is volunteering; therefore, it is hard to comment.
- Commitment to complete assigned "homework"
- Commitment to generosity in helping others develop; commitment to advocating for science, people with communication disorders, students, and underserved populations; commitment to seeing the leadership jobs of first advancing the mission and next worrying about operational issues.
- Commitment to learn from others
- Commitment to the joint decision making process
- Compensate with free ASHA Convention attendance.
- Depends on the responsibilities
- Developing ASHA leaders from all domains of membership is crucial.
- Encourage openness, availability, and honesty.
- Financial commitment
- Follow through on assignments
- Frequent face-to-face meetings will likely discourage rather than encourage volunteerism.
- I think ASHA could do a somewhat better job of acknowledging adhoc committee work, past chairs, and certain terms of service. I recently served on an adhoc committee that produced a detailed report with 2 other academicians. We worked for over 2 years to produce this, and I did not even receive a letter from ASHA acknowledging the work. Not only would a letter have validated my effort, it would be lovely to include in my next promotion dossier. In hindsight, I would have still worked on this committee because of my commitment to ASHA but the issue we wrote about. Just that a formal acknowledgment/ recognition of some sort or some token would have been very thoughtful.
- I think ASHA needs to look at the current members in leadership positions (councils, boards, etc.) and seek to develop their skills. Serving on a council excludes one from other leadership development options yet that person may still be interested in serving further.
- I think that in the future, more use of technology (e.g., web conferencing) will decrease the travel and even time commitment needed by ASHA volunteers.
- I think this really varies depending on the committee/board you serve on. Honors, for instance, has an intense schedule over a couple of months and then not much happens. Advisory Council is more of an ongoing commitment.
- If you are not going to put in the time and effort, why bother?

- I'm not a fan of the collaboration site. I am tech-savvy but I can't imagine how a person who isn't comfortable with technology must feel using it. The links aren't redundant, and it is not intuitive. Although the training is okay, people really need help right during the meeting sometimes. I guess my point is that technology needs to be stressed. We want you to lead, but you have to be skilled at computer use.
- Individuals must be able and willing to respond to queries rapidly (within 48 hours maximum) and must be connected via e-mail consistently. People who don't consistently read and respond to e-mail should reconsider volunteering in my opinion. They should be aware of travel obligations and they should not have such tight schedules that they cannot interact sufficiently with their fellow volunteers (e.g., schedule monthly calls).
- It depends on the volunteer's position.
- It is important for each volunteer to understand their specific volunteer responsibilities, and complete them within timelines.
- It is important for volunteers to understand that leaders are also volunteers with many professional commitments, and that it takes consistent and conscientious effort from each individual team member to get the job(s) done. We all have to row the boat in the same direction in order to arrive at our destination.
- It is important that volunteers be informed of the need to make this level of commitment. Sometimes there is a "disconnect" in the volunteer's interest to be a member of X committee and their awareness of what that entails.
- It is important to remember that volunteers have personal and work schedules unless retired.
- It is often underestimated by new volunteers...would be helpful to spell that out before they come on board so that we don't have people with enthusiasm but no time to commit.
- It may be useful to revisit the roles and responsibilities for various volunteer leaders routinely so that individuals have a very clear picture of what the commitment involves. General wording is not so helpful.
- It would help potential volunteers to know how much and what kind of a time commitment is required for different volunteer positions. It was addressed in a different way in this survey, but another kind of commitment is to handle the committee's work ethically, fairly, honestly, and with an open mind.
- Just because you may not have a meeting, reading, conference call, etc. doesn't limit your need to be thinking about the issues.
- Leadership does not have to be about scheduled meetings. It should be about leading when it is needed. In some cases, that may mean minimal time in a given month. In other cases, it may be substantial. Flexibility is more important than blocked scheduling.
- Many volunteer tasks are time-ordered. Volunteers must be able to arrange their schedules to meet deadlines (which hopefully they are given well in advance).
- Materials/feedback to employers for volunteer positions might also be effective.
- Much of the board/committee charges and work can vary widely. If there was a way through the volunteer recruitment efforts to get an understanding of the elements mentioned (time, comfort with technology) from the onset, it can assist with the selection on a particular board and in the orientation activities.
- People need to realize the financial responsibility of volunteering for ASHA and how the time commitment will impact their employment, especially in the schools. Most of us do not get financial assistance or leave time to attend meetings, Convention, or Committee Day. Private practice can reschedule clients (sometimes) and university folks have grad students or junior faculty assist in coverage. That is a huge factor in why school providers are not as involved –

when we try to step up we often don't feel support from our colleagues. Additional comment: I like the idea of leadership activities, workshops/seminars at Convention or via CE opportunities for all members to explore. It may make a difference in someone's personal life rather than professional, or at a later date. Leadership activities should not be by invitation only.

- Regarding question 11 – I think it varies significantly by the specific type of volunteer commitment – the time, travel and conference call commitments for individuals who are considering serving on an ASHA committee or board are entirely different from those for individuals who may be considering serving on a member advisory group who are going to work with staff in reviewing draft federal regulations – and both are different from the commitment for someone who is volunteering to give a presentation at an ASHA-sponsored conference, etc., etc.
- Response to communications within 48 hours; advise group of vacations/unavailable times...
- Responses to all of the questionnaire items depend on the committee one is joining.
- Responsiveness/participation in activities and meetings
- School-based SLPs are limited as to when they can have conference calls, etc.
- Self-identification of strengths and weaknesses (or preferences and dislikes)
- Stated support of employer for a realistic time commitment needed to fulfill the leadership position
- Staying current on relevant issues
- Support of their administration
- The answers really depend upon the role played in ASHA.
- The answers to these questions depend heavily on the committee and its mandated responsibilities. Another factor is the availability of technology of committee members for “meetings” and editing of documents.
- The choices provided in #11 are highly dependent on the specific volunteer activity so are difficult to rate.
- The human interaction with others who are further in the leadership opportunities, as well as opportunities to talk and interact, I think, is very important.
- The most important thing is access to leaders and individuals who can enable change and progress. Leadership activities and training can only be fully realized when put into practice. There needs to be a hands-on component to demonstrate skill – to lead – at the end of the experience.
- The time commitment can be daunting for some of the work. Just a fact.
- These and prior questions are ill-conceived because the requisite skill sets and levels of engagement will vary according to the leadership position. [This survey is also way too long.] Efficiency and respect for leaders' time are important.
- They need to check their e-mail each weekday and respond back within 48 hours. It's not an excuse that you have a full patient load or you're actively treating students all day. It takes 3 minutes to check e-mail and most of them have smart phones or tablets that they walk around with. If you're fully aware of everything that happened on Bravo and TMZ that day, you can take 2 minutes to respond to an e-mail.
- This depends so much on what the charge is and how often action is required. Putting in time for the sake of putting in time is a bad idea!
- This really depends on the specific task for which you have volunteered!
- This really depends on the volunteer role. Weekly time commitment important for some but not others.

- This varies widely by volunteer job but technology and weekly communication are vital to teams and groups.
- Though we are volunteers, we are also leaders and the programs we develop, enhance, and fortify strengthen our profession for the future. As leaders, we have to be willing to put forth our volunteer time and efforts to the best of our ability.
- Time commitment would depend on roles and responsibilities.
- Time commitments will depend on the volunteer leader's assigned task/responsibilities.
- Time commitments for volunteers should be clear at the outset. Given the charge and work of the committee, all parties should be made aware of expected time commitments but no matter what, we are still dealing with volunteers, who for the most part have full-time jobs and families.
- Time demands vary with the particular responsibilities of a service area, but each of these areas is critical to success in leadership.
- Travel and conference calls negate the asynchronous nature of a huge geographic, time zone, and work environment demographic. Study the crowd-sourcing model for tapping lots of people for smaller commitments.
- Understand technology
- Understand that “ASHA technology” is usually abysmal.

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APPENDIX C

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American Speech-Language-Hearing Association

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ASHA Resolution Form: Part I

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A. **Abstract:** The resolution is to establish an Ad Hoc Committee on Leadership Cultivation.

B. **Document Changes:**

AGOT's USE ONLY

- ASHA Bylaws – Routine
- ASHA Bylaws – Urgent
- BOD Operational Procedures
- Code of Ethics
- No Change Needed

<b>Resolution Number:</b>	BOD 4-2013		
<b>Adopted:</b>		<b>Lost:</b>	
<b>Referred To:</b>			
<b>Other:</b>			
<b>Aye</b>	<b>No</b>	<b>Abstain</b>	

C. **Resolves:** (use numbered lines only)

**RESOLVED,** That an Ad Hoc Committee on Leadership Cultivation be established to oversee leadership development efforts, cultivate future Board of Directors leaders, and provide a broad strategic coordination of all leadership development efforts to ensure a strong pipeline of diverse, talented, qualified, and willing candidates.

**RESOLVED,** That the committee comprise seven members including the chair. All seven members, including the chair, have voting rights. The Committee on Committees will appoint two audiologists, two speech-language pathologists, and one member from either profession. Consideration should be given that one of the appointed audiologists and one of the appointed speech-language pathologists shall have just finished serving a term on the Committee on Nominations and Elections. The immediate past president of the Board of Directors is a member of this committee. The chair of the committee would be a former president of ASHA, but not the immediate past president.

**RESOLVED,** That the Committee develop strategies and programs for enhancing ASHA's leadership development and submit those recommendations to the Board of Directors by December 1, 2013.



**D. Rationale:** *(Statement telling why this resolution was prepared. Indicate issue of concern. Include reference to related policies.)*

The cornerstone recommendation of the 2008 Ad Hoc Committee on Nomination and Election Practices (NEP) report was to establish a Leadership Nomination and Cultivation Board (LNCB) to oversee its leadership development efforts, cultivate future Board leaders, nominate a slate of candidates, conduct elections, and continually monitor and improve ASHA's cultivation, nominations, and elections processes.

The economic downturn in 2009 temporarily tabled implementation of the NEP report recommendations until it was determined in the spring of 2012 that it was economically feasible to once again review and discuss the recommendations.

Shelly Chabon, Paul Rao, Patty Prelock, Tommie Robinson, Arlene Pietranton, and Andrea Falzarano have worked together in recent months to examine the role and structure of the LNCB. The proposed structure involved a bylaws amendment because the composition and length of terms of the Committee on Nominations and Elections (CNE) would change. In addition, the formation of the Committee on Leadership Cultivation (CLC) would be established and both the CNE and the CLC would make up the LNCB. It is not known if the LNCB structure being considered will align with the recommendations of the Ad Hoc Committee on Committees, Board, Council Structure Review (CBC); therefore, it is recommended that an Ad Hoc Committee on Leadership Cultivation be established to start the work of leadership development until such time as the CBC recommendations are submitted to the BOD and the BOD determines final actions. The final CBC recommendations that are approved by the BOD will provide guidance for determining the structure for the LNCB.

The Ad Hoc Committee on Leadership Cultivation is charged with determining strategies for enhancing ASHA's leadership development efforts and making recommendations to the BOD no later than December 1, 2013. These recommendations should address the following:

- Define leadership competencies needed to be an effective leader
- Cultivate and develop a process (including budgetary considerations) to ensure a strong pipeline of high potential candidates for future nomination
- Design a program to mentor potential candidates

In addition, the Ad Hoc Committee on Leadership Cultivation should seek to:

- Obtain wide input and specific recommendations from Board members, Committee chairs, Special Interest Group Coordinating Committees and ASHA's Chief Executive Officer.
- Evaluate potential candidates according to pre-defined leadership competencies. Prepare bi-annual reports on level of interest/availability for each potential candidate.
- Develop a broad range of diverse members in the pipeline of potential candidates.
- Develop one-on-one relationships with high potential candidates and engage in continuous dialogue encouraging and educating them about leadership opportunities and processes.
- Communicate with the Committee on Nominations and Elections and the Committee on Committees regarding potential candidates.
- Plan an event at the 2013 Convention that will encourage and educate any ASHA

member interested in running for ASHA office or seeking an Association appointment.

**E. Explain how this resolution aligns with the *Strategic Pathway*. Include the *Strategic Objective* to which the resolution relates.**

SO 1 - By developing a pipeline of potential leaders, ASHA will encourage members to become involved and more engaged with the Association. Members who are more engaged tend to be satisfied with the value they receive for their membership dues.

SO 5 – The Ad Hoc Committee is charged with developing a diverse pipeline of potential candidates. This goal is important as ASHA also strives to increase the diversity and cultural competence of the membership.

SO 10 – Mentoring and educating potential candidates will communicate and better inform them about running for ASHA office or seeking an Association appointment, ultimately resulting in their increased participation in Association activities.

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**F. Resolution Contact Designee:**

**Name:** Andrea Falzarano

**Phone:** x5710

**Email:** afalzarano@asha.org

**Fax:**

**G. Submitted To:** Board of Directors

**By:** Shelly Chabon, Immediate Past President

**Date:** 1/7/2013

**H. Acted Upon By:**

**Date:**

Acted Upon By:

**Date:**

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## ASHA Resolution Form: Part II — Budget

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### A. Financial Data

1. Budget year: 2013
2. In budget for specified year?     Yes     No
3. If yes, source of funds (program) and amount:  

\$
4. If not in budget, source of funding and amount:  

**BOD Contingency Fund**  
\$9,625

### B. Budget Impact

1. Estimated Revenue: \$0 [Total Estimated Revenue]
2. Estimated Expense: \$            [Line A3 or A4 – Total Direct Expense on page 4 Line B(3)]
3. Estimated Net: \$(9,625) [Revenue – Expense]

### C. Staff Impact *(Incumbent staff)*

1. Estimated number of hours: 95 hours at the \$53 level/ 30 hours at the \$38 level
2. Estimated cost per hour: \$91 – (\$53 + \$38)    \$91
3. Total staff impact (# of hours x cost/hour):    \$6,175

### D. Fiscal Projection

Specify Year	1 <sup>st</sup> Year: 2013	2 <sup>nd</sup> Year: 20
Revenue:	\$	\$
Expense:	\$9,625	\$

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**ASHA Resolution Form: Part III — Budget Worksheet**

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**A. Revenue** (Specify source from which this activity will generate revenue including, where applicable, the number of estimated attendees and registration rate; the sale price of a resulting publication, etc.)

- |                             |    |
|-----------------------------|----|
| 1. Source:                  | \$ |
| 2. Source:                  | \$ |
| 3. Source:                  | \$ |
| <hr/>                       |    |
| 4. Total Estimated Revenue: | \$ |

**B. Expense**  
(Itemized detail(s) must be attached)

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**1. Non-Personnel Expense—Direct**

- |   |         |
|---|---------|
| a. Telephone.....   | \$500   |
| b. Travel .....   | \$6,125 |
| c. Professional services (e.g., consulting services, workshop expenses, etc) \$ |         |
| d. Other (e.g., printing, postage, etc) .....                                   | \$3,000 |
| (Leadership Development event at 2013 convention)                               |         |
| e. <b>Total Non-Personnel Expense—Direct</b> (add lines a through d) ....       | \$9,625 |

**2. Personnel Expense**

- |   |         |
|---|---------|
| a. Incumbent staff [transfer amount from C(3) Total Staff Impact] ..... | \$6,650 |
| b. Additional staff .....   | \$0     |

**3. Total Direct Expense** [Total Direct Expense – Budget Impact]

- |                                  |         |
|----------------------------------|---------|
| <b>Add Lines 1e and 2b</b> ..... | \$9,625 |
|----------------------------------|---------|

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**Instructions for ASHA Resolution Form: Part III — Budget Worksheet**

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Revenue: Follow instructions on Part III—Budget Worksheet.

Total Estimated Direct Non Personnel Expense and Personnel Expense should be calculated as follows:

A list of items that could comprise Non Personnel Expense—Direct (1) is given. Estimate the cost involved for each item listed. If a more detailed expense breakdown is desired, attach a separate schedule to this form, but show the total of each separate schedule on the front of this form.

[Note: Under Non Personnel Expense (2), distinguish between personnel already working with ASHA (a. Incumbent staff), who are expected to use some or all of their time on the proposed program/activity, and personnel who must be newly hired (b. Additional staff) on either a permanent or temporary basis to complete the project. Estimate Personnel Expense by:

(1) selecting from the following classification levels:

Executive Director .....	\$1,220 Daily/ \$163 Hourly
Chief Staff Officer .....	870 Daily/\$116 Hourly
Service Cluster Leader .....	580 Daily/\$77 Hourly
Home Team Leader.....	400 Daily/\$53 Hourly
Home Team Member .....	285 Daily/\$38 Hourly

- (2) determining how many in each classification will be required,
- (3) estimating the number of days required,
- (4) multiplying the number in each classification by the daily rate indicated above by the number of days required; and
- (5) adding all of the above and entering in Line a. (incumbent staff) or Line b. (additional staff)

Transfer from the Budget Worksheet the Revenue (Total Estimated Revenue) and Expense (Line 3 – Total Direct Expense) to the Budget Impact section (B) of Part II—Budget.

If revenue and expense varies from year to year, you may wish to prepare a separate Part III—Budget Worksheet for each of the first two years of activity related to the resolution. Resolutions affecting only one year will require on Budget Worksheet.

Transfer summary descriptions and data from each Budget Worksheet to the Fiscal Projection section (D) of Part II—Budget: Year one summary descriptions and data should be summarized in the column, “2<sup>nd</sup> Year.”

**Note:** National Office Ex Officios are responsible for completing Parts II and III in consultation with committee/board chairs. Members needing assistance may call the National Office at (301) 296-8640 and speak with the Director of Budget and Pensions.

**ASHA'S LEADERSHIP CULTIVATION, NOMINATIONS  
AND ELECTIONS PROCESSES:**

**RECOMMENDATIONS**

**A Report Prepared by the**

**Ad Hoc Committee on Nominations and Elections Practices**

Noma Anderson, Monitoring Vice President  
Erin Berkyto  
Christina Clark  
Charlette Green  
Alex Johnson, chair  
Ronald Jones  
Arlene Pietranton, Executive Director  
Rick Talbott  
Maureen Thompson, ex officio  
Carmen Vega-Barachowitz  
Rachel Williams

Kathleen Henrichs, Consultant

## **ASHA'S LEADERSHIP CULTIVATION, NOMINATIONS AND ELECTIONS PRACTICES**

### **PREAMBLE**

It has become accepted wisdom that people are the most important variable in successful organizations. As outlined in the best-selling book *From Good to Great*, and its accompanying publication, *Good to Great in the Social Sectors*, it is essential to “have the right people on the bus.” As quoted by the author, Jim Collins: “*The* number one resource for a great social sector organization is having enough of the right people willing to commit themselves to mission.”

Identifying and electing these “right” volunteer leaders has traditionally been the purview of the ASHA Committee on Nominations and Elections (CNE). In a rapidly changing world of knowledge-based governance and governance as leadership, ASHA decided to review its nominations and elections practices to ensure that they were addressing the leadership challenge of “having the right people on the bus” and that these people were being nominated and elected using the most effective and efficient means.

### **BACKGROUND AND COMMITTEE CHARGE**

The Ad Hoc Committee on Nominations and Elections Practices was charged to:

- 1) Conduct a review and evaluation of ASHA's current nominations and elections practices and the nominations and elections practices of similar national organizations
- 2) Develop recommendations for enhancing ASHA's board cultivation efforts and submit those recommendations to the Board of Directors

The purpose of this Committee was to determine if there are better ways that ASHA can approach nominations and elections and if so, implement those changes over the next few years. During its meetings, Chair Johnson reviewed ASHA's current nominations and elections practices and the challenges ASHA faces in getting members to participate in these processes. The Committee reviewed their goal to ensure that ASHA's nominations and elections practices:

- are respectful, inclusive, and fair
- recruit bright people into service with the Association
- facilitate members aspiring to leadership positions
- increase opportunities for a broader range of members to become actively engaged
- assure a pipeline of volunteer leaders to regularly infuse new thoughts and ideas into the Association

Appendix A fully describes the Committee's activities in fulfilling their charge and Appendix B outlines the resources used by the Committee.

## INDICATORS OF SUCCESS

During the June ASHA Board of Director's meeting, the Committee presented its initial ideas to the Board for its guidance. As part of its discussions, the Board suggested the following success indicators for changes in cultivation, nominations and elections:

- Improved communications and responsiveness between leaders and members
- Enhanced transparency in the nominations and elections practices
- Decisions made in the best interests of the Association
- More outstanding candidates accept the nomination
- More ASHA members of all ages vote
- Input about candidates is solicited and received from stakeholders
- Greater efficiency in nominations and elections practices

The Committee discussed these indicators of success and believes that the following recommendations will lead to these outcomes.

## VISION AND DESIRED OUTCOMES

As part of its deliberations, the Committee used the following question to develop a Vision for its work: What should be the ideal result for ASHA cultivation/ nominations/ elections practices?

The Committee adopted the following Vision and used it as a guide for development of specific recommendations for the future of cultivation/ nominations/ elections practices.

***As a result of cultivation, nominations and elections practices, there will be a pool of diverse<sup>1</sup>, talented and qualified candidates who will accept the honor of nomination to an ASHA elected leadership position. ASHA members will be familiar with the candidates and vote, understanding that their vote is important.***

The Committee also discussed desired outcomes including a plan for:

- Increased participation of the membership in leadership positions, especially for the Board of Directors.
- Building on ASHA's strengths and identified areas in need of improvement in the nominations and elections practices.
- Inclusion of leadership development and cultivation efforts.
- The employment of effective change management strategies including engagement of stakeholders in a responsible way.
- ASHA elected leaders who have the requisite leadership skills for this organization.
- Longer term, comprehensive solutions that eliminate the need for band aids.

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<sup>1</sup> The "diversity criteria" ensures that the board's composition reflects differences among board members such as: race, gender and age; professional and institutional disciplines and size of institutional budget and staff; political viewpoints; geography; and different philosophies about the profession and its practice areas or institutional types to avoid groupthink on the board. (Nancy Axelrod, governance consultant)



## **CURRENT STRENGTHS IN THE NOMINATIONS AND ELECTIONS PRACTICES**

Consultant Kathleen Henrichs posed the following questions to current Board members, former Board members, candidates who ran unsuccessfully, candidates who declined the nomination, and National Office staff :

- How would you describe your experience as a nominee or candidate for ASHA elected office?
- Why did you run?
- From your perspective, what are the strengths in the current ASHA nominations and elections process?
- From your perspective, what could be improved in ASHA's nominations and elections process?
- Are there particular barriers to making improvements in the nominations and elections processes? What are they?
- How can ASHA best encourage younger and/or emerging leaders to serve on the Board?
- What are one or two specific suggestions that you would like the Ad Hoc Committee to consider?

As a result of these stakeholder interviews, the Committee identified several strengths in the current process, including the use of personal communications with potential and final candidates. Personal relationships are key to the process and the Committee intends to build on those strengths. The Committee also learned from perspectives of both potential and actual candidates that the process is respectful, well-organized and not overly cumbersome. Stakeholders mentioned that there is strong support from current elected leaders and the National Office, and they were confident that the process served them well.

Another strength mentioned was “the honesty and integrity of the current Board.” Potential Board members wanted to be part of changes at ASHA - “the new Board is really making a difference.”

Finally, there was almost universal approval of ASHA's leadership development efforts, whether it is the recently launched Leadership Development Program (LDP), the longer-standing efforts of the Minority Student Leadership Program (MSLP), or other efforts such as Mentoring Academic-Research Careers (MARC) and Student to Empowered Professional (S.T.E.P.). The partnership between ASHA and the National Student Speech-Language-Hearing Association (NSSLHA) was mentioned as another way to engage future leaders. Stakeholders saw these initiatives as a bridge to eventual ASHA elected office.

## **DRIVING FACTORS FOR CHANGE**

The Committee also identified those factors indicating a need for change and improvement in the process.

## **Nominee Shortfall**

In 2007, the CNE received 131 nominations for six vacancies on the Board of Directors. Board members submitted 22 of these nominations with the remaining submitted by the general membership. Of those nominated, only 21 accepted the nomination, the majority of who were academicians. These data are similar to data from prior years.

## **Voter Participation**

Over the past 15 years, there has been a general decline in the numbers of members participating in the elections process, although ASHA has a typical voting rate of 10-13%, which is equivalent to other national organizations. Of further concern is the significant drop in the past two years, which may be due to the initial switch to electronic voting and, based on the experience of other organizations, will likely recover. On the 2007 Critical Issues Survey, members indicated that they did not vote because they are unfamiliar with the candidates (64%), they forgot to vote (22%), or they felt their vote would not make a difference (15%) because the candidates do not represent their constituency.

## **Need for a Diverse Group of Trained Leaders**

Current trends and best practices in associations indicate a need to focus more intensely on the leadership development process so there is a pool of leaders who are equipped with the skills and experiences needed to lead ASHA strategically. As ASHA implements its “Strategic Pathway to Excellence” and new governance model, it will continue to need diverse and well-qualified leaders able to respond to ASHA’s strategic imperatives and whose knowledge base will enhance their effectiveness.

## **Additional Change Drivers**

The Committee also relied on information gathered from stakeholder interviews and interviews with other similar national organizations and identified additional change drivers.

- Potential candidates are concerned about the time commitment for elected office and the difficulty of taking time from their full-time positions.
- A commitment to the quality, training and experience of nominees.
- There is a perception that only leaders in academic positions are able to serve on the Board.
- Some think that a formal vetting process is needed to ensure the best possible candidates and to avoid any potentially embarrassing situations.
- Concern that ASHA (as most other organizations) needs to be more proactive in addressing generational issues.
- Many identified the need for enhanced and personal communications about the benefits of running for elective office.
- The role of the CNE has been primarily administrative and not conducive to leadership cultivation over a period of time.

## **TRENDS IN NOMINATIONS AND ELECTIONS**

The Committee agreed with the following trends and benchmarks for best practices in association governance nominations and elections processes that were identified by Henrichs and are applicable to ASHA:

- Associations are being more proactive in the leadership and nominations areas.
- Leading associations are moving toward a longer-term cultivation of outstanding potential candidates rather than considering only those being nominated.
- Some non profits are forming Leadership Committees that assess current and anticipated leadership needs; these committee members have a longer tenure than typical so that potential candidates can be nurtured over a period of time.
- Leadership development is becoming increasingly important as there is more pressure on leaders to bring their skills and experience to ever more complex endeavors. Nominating Committees are being asked to assume some responsibility for organization-wide leadership development.
- Organizational needs increasingly drive leader selection. Aligning volunteer and staff leaders with the organization's strategic plan is crucial to the attainment of the plan. The plan provides the map, and the leaders are the drivers. Only skilled drivers will get the organization to its destination.
- Organizations are increasingly finding that if they position the nominations process as very selective, more of the members they want as leaders are interested in "applying." Widespread calls for nominations, although necessary, need to be carefully balanced with the honor of serving.
- All of the trends point to a different and more complex role for the Nominating Committee. Rather than a heavily administrative role, the Nominating Committee becomes more of an identifier and cultivator of potential board members and officers. Since this cycle often involves more than an annual process and a different skill set, the composition and tenure of the Nominating Committee must be reevaluated.

## **RECOMMENDATIONS**

The Committee made an explicit decision to formulate recommendations that were broad enough to allow implementation in a variety of ways, but also clear enough that they would not be open to a variety of interpretations. The Committee used the following criteria as they developed recommendations and the suggested strategies to achieve the recommendation:

- Will they achieve the vision?
- Will they make a difference?
- Are they necessary?
- Are they relevant?
- Are they sufficient?
- Are they consistent with association trends in governance?

## VISION

As a result of cultivation, nominations and elections practices, there will be a pool of diverse, talented and qualified candidates who will accept the honor of nomination to an ASHA elected leadership position. ASHA members will be familiar with the candidates and vote, understanding that their vote is important.

### SUMMARY OF RECOMMENDATIONS

<p>Cornerstone Recommendation #1: <u>Leadership Nominations and Cultivation Board</u></p> <p>The ASHA Board of Directors will establish a Leadership Nominations and Cultivation Board to oversee its formal and informal leadership development efforts, cultivate future Board leaders, nominate a slate of candidates, conduct elections, and continually monitor and improve the ASHA’s cultivation, nominations and elections processes.</p>	
#2	<p><u>Changes to Nominations and Elections Policies and Procedures</u></p> <p>The Leadership Nominations and Cultivation Board will implement improvements so it is effective at cultivating potential candidates over the long term.</p>
#3	<p><u>Enhanced Leadership Criteria</u></p> <p>ASHA will determine periodically its leadership needs, develop criteria based on its Strategic Pathway and organizational needs, and evaluate potential candidates according to those criteria.</p>
#4	<p><u>Long-Term Leadership Cultivation</u></p> <p>ASHA will identify, inspire and nurture diverse, talented and qualified candidates for future elected office.</p>
#5	<p><u>Effective Marketing</u></p> <p>ASHA will market effectively the value and benefits of being an ASHA elected leader to selected audiences and communicate in a meaningful way with those who are willing and interested in serving in this capacity.</p>
#6	<p><u>Benefits of Elected Positions</u></p> <p>ASHA will be informed as to candidates’ perceptions about the tangible and intangible benefits of elected office and make changes as needed.</p>
#7	<p><u>Improved Elections Process</u></p> <p>ASHA will develop a user-friendly, targeted elections process that addresses a diverse group of stakeholders.</p>

## RECOMMENDATIONS AND STRATEGIES

It became clear to the Committee that the charge of the current CNE needs to be broadened to include the development and implementation of a longer-term leadership development strategy for the Association. Part of the charge of this new body/entity would be to define the leadership needs of ASHA and to cultivate people who meet those needs. As a result, the Committee is proposing a “cornerstone” recommendation to evolve the CNE into a Leadership Nominations and Cultivation Board as soon as possible, but without any Bylaws changes until 2012, as included in the governance restructuring plan.

### **Cornerstone Recommendation 1: Leadership Nominations and Cultivation Board**

**The ASHA Board will establish a Leadership Nominations and Cultivation Board (LNCB) to oversee its formal and informal leadership development efforts, cultivate future Board leaders, develop a slate of candidates, conduct elections, and continually monitor and improve the ASHA’s cultivation, nominations and elections processes.**

#### **Strategies**

A: Cultivate high potential candidates for future nomination

##### *Examples<sup>2</sup>:*

- Encourage potential candidates to take advantage of the various ASHA leadership development opportunities
- LNCB members attend leadership development sessions and other forums and seek out potential candidates
- Each LNCB member assigned to potential candidates
- Phone calls to encourage acceptance, respond to questions, connect w/current Board member, etc

B: Develop a slate of candidates who fit the needs of the organization

C: Oversee elections

D: Continually monitor and improve the overall cultivation, nominations and elections processes, such as the election cycle and alignment of LNCB terms of service

E: Provide broad strategic coordination of all leadership development efforts to ensure a strong pipeline of diverse, talented, qualified and willing candidates.

\*\*\*\*\*

Key to the success of a leadership development strategy is to mentor and cultivate future leaders over the long term. The Committee decided that to really achieve its vision for the future of ASHA’s cultivation, nominations and elections, LNCB members need to have a longer term of service, have some members with past Board experience and have a chair who is not the Past President. In addition, the LNCB could delegate some of its charges, such as

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<sup>2</sup> All examples are only illustrative of possible actions or approaches.

overseeing the elections to a subcommittee. The Committee understands that there will be a transition period to the new LNCB, but urges Board action as soon as possible for impact on the 2010 elections.

### **Recommendation 2: Changes to Nominations and Elections Policies and Procedures**

**The Leadership Nominations and Cultivation Board will implement improvements so it is effective at cultivating potential candidates over the long term.**

#### **Strategies**

- A: Terms: LNCB members will have staggered 3- year terms (as is customary with other ASHA committees, boards, and councils), except for the Past President, whose term will be one year.
- B. Composition: The LNCB will be composed of current CNE members, with the addition of three members appointed by the Committee on Committees. These three members will have Board experience or other significant ASHA leadership experience. Of the three positions elected by each of the Advisory Committees, one nominee must be a graduate of an ASHA leadership development program.
- C: Chair: The LNCB Chair will be appointed by the Committee on Committees for a three-year term, using the criteria of past Board service, leadership experience, and broad knowledge of the Association.
- D: Candidate Review: The LNCB will implement a more rigorous due diligence process to protect the reputation of ASHA and its leaders.

#### *Examples:*

- Candidate submission of CV or resume
- Reference checks
- Standardized phone interview
- Involvement of the Executive Director in raising any cautionary flags, if needed, during the due diligence process and before development of the slate.

\*\*\*\*\*

While ASHA has a strong future-oriented Strategic Pathway and clear position descriptions for Board members, the Committee is proposing a linkage between the two. The Board needs to define the leadership competencies needed to achieve the Strategic Pathway and then the new LNCB can both promote the competencies and cultivate those who embody them.

### **Recommendation 3: Enhanced Leadership Criteria**

**ASHA will determine periodically its leadership needs, develop criteria based on its Strategic Pathway and organizational needs and evaluate potential candidates according to those criteria.**

## **Strategies**

- A: Develop a description of the knowledge, skills and characteristics identified by ASHA as needed to be an effective leader and make these criterion an explicit part of the nominations process (e.g. relationship-building, conflict resolution, etc.).
- B: Evaluate potential candidates according to the knowledge, skills and characteristics of an effective leader.
- C: Review, and if needed, revise characteristics periodically as the Board's leadership needs change.

\*\*\*\*\*

In addition to the content expertise of Board members, the Committee recommends that there be explicit leadership expertise defined for future elected Board members. The Board should develop, approve and periodically review the knowledge, skills and characteristics of an effective ASHA leader. Then the LNCB will be responsible for the strategic role of candidate identification, cultivation, screening and nomination.

### **Recommendation 4: Long-Term Leadership Cultivation**

**ASHA will identify, inspire and nurture diverse, talented and qualified candidates for future elective office.**

## **Strategies**

- A: Develop a tracking mechanism for those who may be willing to accept nomination in the future.

### *Examples:*

- Track potential nominees who may be willing to run in the future
- Consider potential nominees from the following: ASHA committees, boards and councils; ASHA award recipients, NSSLHA leaders, Leadership Development, Minority Student Leadership Programs, ASHA Foundation awardees, and student mentoring programs

- B: Identify potential nominees two to three years in advance.

### *Examples:*

- Seek wide input and specific recommendations from Board members, Committee chairs, and Executive Director
- Maintain ongoing list of talented and willing nominees and their dates of potential availability
- Look at current ASHA Fellows and Association award recipients

C: LCNB members will develop one-on-one relationships with “high potential” nominees and engage in continuous dialogue to explain the processes and overcome any objections.

*Examples:*

- A contact person from LCNB is assigned to each potential candidate
- LCNB member provides bi-annual reports on level of interest/availability for their assigned candidates

D: All ASHA committees, councils and board will be encouraged to include identified emerging leaders as part of their groups.

E: Develop mentoring program for new volunteers, especially for new Board members.

*Examples:*

- Mentors are assigned to first year volunteers on committees, boards, councils and the Board of Directors.

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Another crucial step in the long-term leadership cultivation strategy is to understand and market the benefits of elected office. No longer can associations rely on a large pool of willing volunteers to “step up” when asked. Younger leaders want to know exactly what is required of them and the tangible and intangible benefits of leadership.

### **Recommendation 5: Effective Marketing**

**ASHA will market effectively the value and benefits of being an ASHA elected leader to selected audiences and to communicate in a meaningful way with those who are willing and interested in serving in a Board capacity.**

#### **Strategies**

- A: Revise Board position descriptions to include benefits both tangible (greater network) and intangible (giving back to the profession; improved quality of life) for candidates and their practice settings.
- B: In the marketing materials, include information about the resources available to Board members, including a staff partner, consultants and others with expertise to provide information and ability to execute so that Boards members can perform at a strategic and optimal level.
- C: Be explicit about required time versus the optional activities of Board members.
- D: Develop a robust marketing plan involving current leaders, the new LCNB, and staff.



*Examples:*

- Multi-media marketing plan for nominations/elections in addition to call for nominations (e.g. current Board members, video, text, etc.)
- Showcase a diverse group of Board members in the marketing materials so potential candidates understand the benefits to speech-language-hearing professionals from all practice settings.
- Include actual quotes and testimonials from current or recent past Board members.
- Position the process as opening and welcoming, but also as an honor to be chosen to serve the profession.

E: Explicitly state the knowledge, skills and characteristics identified by ASHA as needed to be an effective leader.

F: ASHA Board takes a much more visible role at Convention as accessible role models for future leaders.

*Examples:*

- Attend session relevant to committees that the vice presidents monitor
- Participate in Membership Forums
- Attend Special Interest Division meetings
- Visibility at the ASHA Member Services Center

\*\*\*\*\*

In addition to better marketing efforts, sometimes potential candidates have questions and concerns about the actual benefits of the position. These need to be addressed on an organization-wide basis and the Committee recommends constant evaluation.

### **Recommendation 6: Benefits of Elected Positions**

**ASHA will be informed as to candidates' perceptions about the tangible and intangible benefits of elected office and make changes as needed.**

#### **Strategies**

A: Interview/survey those who have declined nomination in the past several years and learn what benefits appeal to them.

B: Make the Board experience more appealing to potential Board candidates.

*Examples:*

- Inform potential leaders that they will be reimbursed for reasonable travel expenses and some office expenses.
- Explore possibility of shorter and/or fewer/ Board meetings.

C: Evaluate Board member responsibilities from a strategic perspective to limit days out of office.

*Examples:*

- Assess need for enhanced technology for Board members to conduct their liaison responsibilities to Committees and Boards with minimum disruptions to their daily work outside of ASHA

D: In partnership with candidates, offer to seek job supervisor support of candidates in advance of nomination; explain benefits of serving in a volunteer leadership capacity for ASHA to the candidate's job supervisor; and offer public relations assistance as needed.

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Another key concern of the Committee was a more robust elections process for ASHA. With a relatively low rate of participation, the Committee recommends a targeted, refreshed approach toward elections, with more emphasis on marketing the elections and less emphasis on the logistics, which can be handled by National Office staff.

### **Recommendation 7: Improved Elections Process**

**ASHA will develop a user-friendly, targeted election process that addresses a diverse group of stakeholders.**

#### **Strategies**

A: Update candidate descriptions to voters to make them more personal, using video streaming, U Tube, Facebook, or other media.

B: Conduct targeted marketing on the need to vote based on generational preferences (e.g., email reminders, text messaging, etc.).

*Examples:*

- Targeted marketing to new members
- Target marketing to under 35 age group
- Target marketing to 35-55
- Target marketing to 55+

C: More “fun” and persuasive techniques to encourage voting, such as prizes for voting, competition between states/regions, thermometer on website, etc.

D: Improve candidate/voting prominence on website.

E: Review election campaigning guidelines to make it easier for candidates to make themselves known to members/voters.

F: Use the technological capabilities to make “please vote” messages as personalized and relevant to the voter as possible.

## **SUMMARY**

The Ad Hoc Committee on Nominations and Elections Practices was charged to conduct a review of its practices and those of other similar national organizations. It was also charged with developing recommendations for enhancing ASHA's board cultivation efforts. In completing its charge, the Committee decided to focus on the crucial need for future ASHA leaders.

It reviewed literature on leadership development, trends in association nominations and elections, and ASHA data about why people do or don't choose to become candidates for elected office. After a thorough review and discussion, the Committee is making seven recommendations for Board consideration. The Committee believes that it has proposed new cultivation, nominations and elections processes that will meet the Board's criteria for success:

- √ Improved communications and responsiveness between leaders and members
- √ Enhanced transparency in the nominations and elections practices
- √ Decisions made in the best interests of the Association
- √ More outstanding candidates accept the nomination
- √ More ASHA members of all ages vote
- √ Input about candidates is solicited and received from stakeholders
- √ Greater efficiency in nominations and elections practices

## COMMITTEE ACTIVITIES

To fulfill its charge, the Committee completed the following activities:

- April, 2008: Disseminated a Request for Proposal and selected a consultant to work with the Committee to review and evaluate ASHA's current nominations and elections practices as well as those of similar organizations, provide information on current trends in governance nominations and elections practices, and recommend proposed changes in ASHA's current practices to facilitate leadership cultivation.
- May – June, 2008: Initiated website research with numerous similar national associations and conducted preliminary interviews with three national associations similar to ASHA to provide a baseline of information.
- May, 2008: Held interviews with a variety of ASHA leaders about the nominations and elections process, including past presidents, current Board members, former Board members, staff, candidates who ran unsuccessfully, and potential candidates who declined nomination.
- May 12 – 13, 2008: Held a face-to-face meeting that included input/consultation with Kathy Henrichs, governance consultant, to identify trends and best practices in association leadership, nominations and elections practices; identify current ASHA practices, opportunities and challenges in this arena; outline driving forces for change; and formulate initial recommendations for further consideration by the Committee.
- June 23, 2008: Held a conference call to review the draft recommendations from the May meeting. Several revisions were made and the Committee agreed to reconsider one recommendation to determine if the creation of a Leadership Development Committee would be the best approach to a coordinated leadership effort. The committee agreed that the desired outcome of the upcoming Board presentation was to seek input for future Committee deliberations.
- June 28, 2008: Discussed Committee's draft report with the ASHA Board of Directors, which was interested and engaged in the discussion and provided a number of excellent recommendations for the committee's consideration. The Board appeared to agree with the vision of the committee.
- July 9, 2008: Held a conference call that included a discussion about Board advice for the Committee and a presentation by Kathy Henrichs about two organizations with "leading edge" nominations and elections practices.
- October 11-12, 2008: Held a face-to-face meeting to discuss continuing issues such as incentives and disincentives to serving on the Board and various election models and to finalize the report to the Board.
- November 3, 2008: Held a conference call to make final changes to its report and discuss implementation strategies.

## RESOURCES USED IN THE DEVELOPMENT OF RECOMMENDATIONS

In making its recommendations to achieve its Vision for ASHA leadership cultivation, nominations, and elections practices, the Committee reviewed and consulted several sources including the following:

- Bylaws of the American Speech-Language-Hearing Association
- ASHA Committee on Nominations and Elections Operational Procedures
- Governance literature and benchmarks for best practices, including *Twelve Principles of Governance That Power Exceptional Boards* and *Governance Committee* by BoardSource, and *Good to Great and the Social Sectors* by Jim Collins
- Summaries of interviews with ASHA leaders, including past presidents, current Board members, former Board members, staff, candidates who ran unsuccessfully, and potential candidates who declined nomination
- Institute of Electrical and Electronics Engineers: Governance and Election Benchmarking Report
- American Society of Association Executives' Decision to Volunteer Survey: ASHA Responses
- ASHA's Leadership Development Plan, Focus Group Data on Leadership Development, and Gap Analysis of Focus Group Data
- Minority Student Leadership Program – Survey on Participation Post Graduation
- Summary of Interviews with Benchmarked Organizations
- Kathy Henrichs, PhD (governance consultant) to identify trends and best practices
- Board of Directors/Executive Board Officer Profile 1998-2008
- Article from *Forward Thinking*: Do you really know who your board members are?
- Findings from an interview with member of and staff liaison to the American Society of Association Executives' Joint Leadership Committee
- Findings from Survey on Board Nomination and Election Practices by Nancy Axelrod
- "Life Cycle Stages of an Association: Where is the American Speech-Language-Hearing Association?"
- ASHA Strategic Pathway to Excellence
- ASHA Report, *Governance Structure and Process: A Proposed New Model*
- Findings from interviews with the Society of Actuaries and the Project Management Institute about their recent nominations and elections changes
- Findings from an online survey of the (CESSE) Council on Educational and Scientific Societies and the Key Professional Associations Council of ASAE on Board compensation practices
- Findings from an online survey of the (CESSE) Council on Educational and Scientific Societies and the Key Professional Associations Council of ASAE on Board on Board election models
- Forthcoming article by Nancy Axelrod on nominations and elections
- 2008 BoardSource article, "The Chief Executive and Board Recruiting"
- 2008 Chicago Forum Magazine articles about Elections and Conducting Association Elections Online